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ABSTRACT

The Continuous Progress Program of the Board of Education for the City of Chicago focuses on the improvement of education for the individual child and the upgrading of educational practices and techniques. The philosophy of the program is based on the individualized rate of teaching and learning of the pupil. Its planning and organization is dependent upon the involvement of teachers, administrators, students, and parents. Behavioral objectives, mastery learning, specialized learning problems, and curriculum development aids are included in the curriculum of the program. Various teaching approaches are used, within an emphasis on the need for individualization. The King School Reading and Mathematics Skills Charts are employed as aids in curriculum development along with the Schubert School Continuous Development Syllabus. The program stresses the need for flexible classrooms, continuous communication with parents, and an accurate pupil evaluation. (A three-page bibliography is included along with forms used for communication with parents and evaluation of pupils.) (BRB)

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CONTINUOUS PROGRESS PROGRAM INSERVICE MATERIALS

JAMES F. REDMOND
General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO

SP 006 615

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CONTENTS

Foreword v

Acknowledgment vii

Introduction ix

Book I Philosophy

Book II Planning

Book III Organization

Book IV Curriculum Planning

Book V Classroom Organization and Direction

Book VI Pupil Evaluation and Record Keeping

Book VII Communication With Parents

Book VIII Bibliography

FOREWORD

For seven years, the Continuous Development Primary Program has reflected the official policy of organization and education for the Chicago public schools. During those years, many schools created teacher committees to study the guidelines which were published in 1963 and to work together to establish a program for their own pupils.

Now that we have reached the year 1971, we are aware that there are many variations of program and approach to this plan within the elementary schools of our city. Some have become very successful organizations, some have existed with degrees of problems or difficulty, and some have not developed.

Continuous Progress Program education, as it is now officially titled, is and will be official policy of our schools. If any change can be foreseen for the future, it will be in the direction of extending the years and number of pupils who are involved. It is hoped that middle schools, upper grade centers, and high schools will consider and work on Continuous Progress programs for the education of their pupils. Precedent has been established for this forward look in the planning now being done for pilot programs of the middle school and in the new study of the high school curriculum.

Continuous Progress--Mastery Learning is the program of the present and future as it relates educational planning to the specific accomplishments and needs of individual learners.

JAMES F. REDMOND

General Superintendent of Schools

ACKNOWLEDGMENT

DEPUTY SUPERINTENDENT OF SCHOOLS

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Eric Hill, Student, Harlan High School
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INTRODUCTION

In 1963, the Chicago Board of Education officially established the present program of Primary Continuous Development and provided guidelines for its implementation. Many schools, which were able to take the time to study the program and put it into operation, found it a workable approach to improving education for the individual child and for upgrading educational practices and techniques.

However, in a recent evaluation of the efficacy of the program, it was found that there were schools which had not adopted the program. Some of the schools which had adopted the program used only certain aspects of it, while others had had difficulty in understanding the philosophy and purpose of Continuous Progress. In an effort to rethink the concepts, a committee consisting of assistant superintendents, district superintendents, consultants, principals, teachers, and students, as well as industrial and community representatives, was formed. The committee met on a regular basis during the past year and listened to leading educators, discussed problems and solutions, and reasserted an enthusiastic commitment to the Continuous Progress Program. A representative committee of principals, teachers, and students was formed to determine how to aid schools which were not presently involved so that they could implement the program for their own pupils.

The committee researched existing materials and media and put together the following packet of materials produced to relate to various aspects of the program as well as to provide suggestions to help in setting up a local program. The packet is by no means a definitive work, but it is intended to provide some practical approaches and serve as incentive for further exploration and discussion in faculty inservice activity.

The Continuous Progress Program will succeed only if the total staff and administration are committed to its basic philosophy. Using these materials and the resources presented as a guide, everyone in the school who might be involved in the educational processes of implementing such a program should spend the following year tailoring a specially constructed program to meet the needs of the individual school and its pupils.

Continuous Progress is not a visionary theory that looks good only on paper. An understanding of the philosophy and its proper application should make every educator aware that it is a way to organize a school in a program of education so that every child receives an individualized education and finds in school a vitality and challenge. The committee hopes that teachers will be challenged by the ideas in these materials to create a Continuous Progress Program to meet the needs of their school.

Book I

PHILOSOPHY

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PHILOSOPHY

For a Continuous Progress Program

The guiding philosophy of a program of Continuous Progress is based upon the concepts that--

learning is a continuous process

each person progresses at his own rate

each person masters skills and concepts according to his individual abilities

each person has a certain readiness for steps of learning according to his level of maturity and experience at any given point in his life.

That guiding philosophy says the following to us:

> All learning in a formalized program of instruction should be a continually forward-moving activity--
>
> > taking the time that is needed and appropriate for the individual learner at any stage of his life and development
> >
> > moving ahead at all times
> >
> > eliminating any nonproductive periods created by forcing a learner into a mold which expects him to progress ahead of his current capability only to face an impasse requiring that he stop, back up, and repeat his previous steps
> >
> > requiring achievements or mastery at each step of progress
> >
> > avoiding any temptation to place a learner at a level where learning is impossible and, therefore, stops
> >
> > keeping the learner in a position of experiencing success as he looks and moves ahead to new growth and development.
>
> Each person grows, matures, and learns according to his own unique inner time clock and needs a school which is consistently--
>
> > recognizing that at different stages of any learner's life he may have differing speeds of maturation and learning
> >
> > planning a formal program of instruction in recognition of that personal time schedule
> >
> > accepting the fact that sometimes the learner may need to progress slowly, while at other times he may be ready for great spurts of learning
> >
> > adapting the program of instruction as necessary so that time is available as appropriate to the learner's needs, without either pushing or hindering his progress
> >
> > eliminating any artificial time barriers such as age or grade levels which make indefensible demands upon the learner to perform before his own development permits or to wait when he is ready to progress.
>
> Every program of education must be planned around the specific capabilities and needs of the learner at any given point in his life, always--
>
> > recognizing the learning theory which holds that a person cannot master any learning until he is ready

accepting the fact that nothing is accomplished by pushing the learner into something that he cannot master

accepting the fact that it is a wasteful and frustrating effort to put a learner back into a previous phase of activity to go through an exact repeat of a learning segment because he was not ready for it the first time and, therefore, could not succeed

providing an opportunity for the learner to experience and enjoy success by adapting learning to the readiness of the learner

recognizing that any learner can have differing stages of maturation, readiness, and mastery in differing areas of learning

planning a program of instruction on that basis, which allows each learner to establish and follow a different progress chart for separate curriculum areas so that--

- there is no barrier to progress in any subject area
- problems in one subject will not impede success in another
- learning opportunities are always open

encouraging and aiding the learner to function up to his full potential at all times in his life.

Advancement through a program of Continuous Progress may be compared to the flow of a moving sidewalk or escalator--

Each one starts at the beginning.

The individual starts when he is ready.

Progress is measured one step at a time.

Movement is always forward.

There are no points at which everything stops while it backs up and repeats itself.

There is invisible and carefully tended machinery, such as the planning and organization provided by an educational staff which supports the forward-moving goal.

Some move at a faster or slower pace than others, but all reach their goal.

At some times, at some places, it might be necessary to slow down to one degree or another - but progress is resumed as soon as possible and is always forward moving.

A program of Continuous Progress is:

A complete removal of grade levels--
  from school organization
  from room designations
  from group labels
  from staff thinking

A proper placement of each pupil according to his needs without restriction created by age or year in school

Responsive to the current and changing needs of the individual learner

Adjusted to the individual rate and style of learning of each pupil

Adaptable to any learner--
  fast or slow
  privileged or underprivileged
  Non-English speaking background or native born
  strong background of experiences or weak background

Based on analysis of each pupil's level of maturity, readiness for given steps of learning, and achievements

A specifically planned and charted continuum, or steps, of sequential skills in each area of the curriculum

Careful attention to standards of achievement and attainment of mastery by each pupil in order to qualify for progress from one step to the next

Frequent evaluation of pupil progress and determination of pupil placement

An opportunity for changes in pupil placement made at any time during the school year according to need

An opportunity for each pupil to experience success - and thereby to develop high motivation

Grouping of pupils who have similar achievements and learning needs - most often according to reading levels, often mixing pupils of two or three chronological age groups.

A program of Continuous Progress is not:

Simply changing the former grade level label to some other designation (such as PI, II, or III)

Just grouping pupils according to their school year

Equating reading achievement with a school year (for example, PI equals levels A, B, C, and D; PII equals levels E and F)

Failing pupils--because no pupil is put in a group where he cannot do the work

Constantly moving a pupil along from level to level without adequate evidence of mastery at each level

Repeating a grade, a year, or a level--because each pupil takes the time that he needs for mastery and success and does not move ahead without mastery - therefore, he does not move along to a point that requires that he go back and start over

An elimination of standards of achievement

Ability grouping alone or any hard adherence to intelligence quotient labels or tracking

Allowing pupils to waste time in an effort to find their own learning rate--part of the teacher's task is to determine what the pupil can do and encourage him to function to his full potential

Limited to any educational level; although primary programs are most widely known, others can be from kindergarten through years 6, 8, or 12.

With this philosophy as a basis for all decision-making and planning done by its staff of educators, a school would then establish a program of learning for each pupil which would--

- adapt learning to the individual
- encourage and aid him to progress with success to the ultimate of his potential.

RECOMMENDED READING

Chicago, Board of Education. Guidelines for the Primary Program of Continuous Development. Chicago: the Board, 1963. (pp. 3-8).

Goodlad, John I., and Anderson, Robert H. The Nongraded Elementary School. New York: Harcourt, Brace & World, Inc., 1959. (pp. 1-29). (revised ed. 1963).

Hillson, Maurie, and Bongo, Joseph. Continuous-Progress Education: A Practical Approach. Palo Alto, Calif.: Science Research Assoc., Inc., College Division, 1971. (pp. 3-12, 127-34, 373-74).

Lewis, James, Jr. A Contemporary Approach to Nongraded Education. West Nyack, N.Y.: Parker Publishing Co., Inc., 1969. (pp. 19-32).

Rollins, Sidney P. Developing Nongraded Schools. Itasca, Ill.: F.E. Peacock Publishers, Inc., 1968. (pp. 3-22).

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Book II

PLANNING

CONTINUOUS PROGRESS PROGRAM

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PLANNING

For a Continuous Progress Program

Begin at the Beginning

The ideal beginning for any new project would be one that develops from the expressed needs of the professional staff in a school. Whenever recognition of certain problems in the educational program can result in staff discussions which lead to consideration of possible solutions, the door is opened. For, as all educators know, the best motivation comes from the prospective participant, and the best learning comes from the self-identified needs of the learner. Many teachers (mainly primary teachers) have expressed concern over the learning problems of beginning readers and others in the primary cycle who do not seem to find a place in the scheme or schedule of a graded program. Their concern about how to help special children or how to arrange their own time to accommodate the needs of all their pupils could be the opener that the principal needs to initiate a study of the Continuous Progress Program.

The principal holds responsibility for being the prime mover for his staff. It is he who must serve as the leader, the forward-looking student of new curriculum trends, the analyst of pupils' needs, and the initiator of new studies or projects. As administrator of the total educational program for his school, he is in a position to see an overall picture of what is accomplished and what is needed. As the principal-teacher, he has responsibility for identifying problems and seeking solutions.

The principal of each school is the one person in that building with the authority to initiate new programs. No one else can give the necessary impetus to new efforts; no one else can give the necessary strength to encouragement of new efforts. All others can - and should be encouraged to - make suggestions or ask for study of certain problems. However, no thoughts or actions to begin a new educational project will progress far without the official leadership being present and actively involved.

There are, then, several possibilities of first steps in beginning a new project. They might--

- grow out of staff identification of problems
- come from requests by one or several members
- develop from parental concerns and involvement
- emerge from inservice meetings and study of new educational concepts or programs
- result from attendance at a lecture, workshop, or university seminar.

With all these possibilities, or more, however, it should be kept in mind that initiation of the program does not develop from a spontaneous force.

> The Continuous Progress Program is Chicago Board of Education policy.
> The policy has been in effect since September 1964.
> The policy will continue to be in effect.
> Every elementary school is expected to have such a program in operation for its pupils, at least in the primary school - and beyond as possible.

Therefore, it is the principal's responsibility to see that the program is established in his school. If necessary, he must simply ask his staff to consider the program as a study project. No matter what the initiating force, once the study project is begun, it must be conducted with a very personalized approach. The best arrangement would be for the principal and teachers to work together as a group. For some short-term tasks, it could be possible for another person to be delegated some responsibilities of leadership. Only as a last resort should all responsibility be given to other members of the staff.

Consider the Idea

A faculty project to study the Continuous Progress Program must be established carefully and allowed sufficient time for an in-depth investigation. There are certain topics and activities which should be considered as essential to the project. These will be presented in following paragraphs. There may be others which will be decided upon according to the needs or interests of the local school and staff. These may be identified by the study committee.

In all cases, however, a time schedule for study and planning must be set up to allow at least one school year for all that must be done. The literature on Continuous Progress (or nongraded) programs contains many references to the need for a long period of time for study and planning. Some writers report on projects which involved as much as three years of preparation. There is none that claims to have finished in less than a school year. At this rate it is imperative that many hours and many meetings be carefully planned for successful completion of the work.

The literature abounds with reports of study projects which were successful; all of these had long periods of preparation. Any time that references are made to projects which did not succeed, the message is very clear that failure lay in the fact that--

- . the staff was not sufficiently involved in the planning
- . the project received a very weak introduction into the school program
- . the project suffered because of weak planning.

The first section of a study project on Continuous Progress should apply itself only to considering the idea:

- --becoming familiar with the philosophy
- --becoming familiar with successful programs
- --interpreting how this program might serve the needs of the local school.

In order to accomplish this purpose, the following staff activities are essential:

Participating in discussions

- . Small group--such as the administrative team or interested teachers
- . Large group--all staff who will be involved if the project is adopted
- . Total faculty--if the project is adopted, all members must be supportive even if not direct participants.

Reading the literature

Professional literature

Get ideas from all possible sources.
Build a professional library on the subject.

Materials prepared by schools with current programs

Visiting sites of current programs

Ask questions of school administrators.
Ask questions of teachers.
Collect available materials.
Keep in mind the idea elaborated upon in the boxed section below.

Identifying needs or problems

Consider the specific needs of the local school which might be met by establishing a project of this type.
Write out a comprehensive list of the identified needs.

Identifying objectives

Identify the goals or objectives which the staff would expect the proposed project to serve.
Write out a detailed list (or analysis) of those objectives.

It is of utmost importance during the above-mentioned phase of the study project, as well as for any subsequent stages, to keep in mind that--

Continuous Progress (or nongrading) is essentially an organizational technique or plan which can be used advantageously to better serve the needs of the educational program of a school.

Continuous Progress (or nongrading) is an administrative device of organization which should serve the needs of education in the classroom.

Continuous Progress is not a teaching technique.

Continuous Progress is not a procedure which can be seen. What can be seen are the results of its application.

After a program of Continuous Progress has been carefully planned and established in a school, all that is visible is the ongoing program of instruction in each classroom. From point of placement of pupils in groups, levels, and classes, all which follows depends upon the skill of planning and quality of teaching produced by each teacher in his own room.

Make the Decision

After taking the time that is necessary for local staff to make a careful study of both the theory and practice of Continuous Progress--and, certainly, enough time for all members to thoroughly internalize the philosophy--the point of decision must be reached. In the ideal situation, a staff would gradually develop an enthusiasm for continuing study directly into the next phase--that of planning such a program for its school.

If agreement does not develop as a natural outgrowth of study, then a point of decision must be created through further discussion. Possibly there remain some points which need further clarification or some which must be resolved because of differing opinions. This point-in-time in the study project is a strategic one and must not be rushed or turned aside by administrative decisions or action. Time for discussion and rediscussion, as well as for settling of issues, must be allowed.

Hopefully, all staff members will reach a point of willingness to become part of a Continuous Progress program. Sometimes they will agree because they believe in the promise of help which it brings; sometimes, because an isolated member (or two) is stimulated by the enthusiasm and hope of others. At this point, hesitation in the minds of a few members, if accompanied by willingness to proceed in a mood of experimentation, can be an acceptable and workable arrangement.

In the second section of a study project on Continuous Progress must come the actual work of planning a program for the local school. Each staff will need to identify the various plans and arrangements which it feels will be necessary for successful implementation of its program. Among these must be the following:

Establish a philosophy.

- Base the philosophy on the generally accepted philosophy as expressed in the literature which has been studied.
- Incorporate those specific views which have come out of the study project and which very closely relate this philosophy to the local school.
- Put the philosophy in writing.

Establish objectives.

- Study carefully the needs and objectives identified in the earlier stage of considering this program.
- Study policy statements as presented in guidelines and publications of the local school board.
- Prepare a very carefully organized statement of objectives for the whole program.
- Put the whole statement in writing.

Decide on the scope.

- Decide on the former grade levels which will be

eliminated as pupils are incorporated into this program:
Kg. - 3 Kg. - 6 Kg. - 8

- Decide on the subject areas which will be involved.

  Note: More on this subject can be found in the section on "Organization."

Decide on the pupils to be involved the first year.

- A very practical arrangement is to involve just the newly entering pupils for the first year (formerly kindergarten or formerly first grade). Then, each succeeding year those pupils continue in the program and the new group which is entering is added.
- Some authors advocate involving more than one year of pupils--even the whole student body--at one time.

Write a curriculum plan which will be geared to the program as it will be set up in the local school--

- Based on the written philosophy of this program
- Based on the written statement of objectives for this program
- Geared to the planned scope of this program
- In recognition of various possibilities and new curriculum approaches which are available
- Coordinated to the services that are available from auxiliary staff of the building (librarian, physical education instructor, and other specialists)
- Written out in detail

  Coordinated with each step or level of progress which is part of the local program
  Showing a sequential development of skills and concepts.

With the pressure of time and work involved in setting up a Continuous Progress Program, it may seem (on the surface) that detailed curriculum plans, such as specified above, are not necessary. But the advice from all the literature and practical experience on the subject says very clearly that such plans are essential to achieving success.

As stated earlier, Continuous Progress, or nongraded, programs are programs of organization and administration. They do not require changes in teaching technique by the classroom teacher (except for striving toward greater effectiveness, which should always be part of every teacher's effort). However, for successful organization or required skill development and learnings within the levels or steps of mastery required of each pupil, it is essential that the content of each step be carefully chosen and clearly written. Also there must be a carefully planned sequence of learning steps, with clear division into levels of mastery, to compose the total contimum of education to be contained in the program.

With such curriculum planning as an absolute need in setting up a new program, the opportunity is there for a staff to give careful study to what is taught. It provides a good time for--

updating the former curriculum

incorporating needed revisions

considering new educational practices

gearing the content specifically to local needs.

Note: For detailed suggestions of new practices which are being coordinated with Continuous Progress programs, see the section titled "Curriculum Planning."

Articulate curriculum plans with subsequent school levels--

If the program covers the years previously called Kg. - 3, plan how the pupils can be incorporated into the middle school or upper elementary as they progress.

If the program covers the years previously called Kg. - 6 or Kg. - 8, plan how the pupils can be incorporated into the upper grade center or high school.

Select and organize all available books and materials to accompany and supplement the "new" curriculum.

Make sure that staff thinking has been geared to the new program, particularly regarding--

- no further use of, or references to, grade levels
- new grouping practices based on pupil working levels
- instruction based upon an individualized approach to what is needed by each pupil
- flexibility in learning schedules and pupil placement according to the needs of each pupil.

Involve Parents as Partners

In some special cases, parents may be aware of the topic and purpose of a faculty study project from its early stages. Possibly a parent group might have been the originators of the idea. In other cases, parents will not know what is being considered for their children unless so informed by the school itself.

It is important that parents be informed and kept current with decisions. It is just as important that they know about the new plan before it is actually put into effect.

It would be beneficial to begin an ongoing information service from the time the staff firmly decides to plan a new program. Parents, too, need time over an extended period for getting information and discussing ideas in order to really digest and assimilate the philosophy of a Continuous Progress Program. They need time to ask questions and receive answers about how the new approach will affect their children. They need time in discussions to begin to see what this program might mean in terms of the education and progress of their children through their years of school.

Two aspects of the new program sometimes confuse and disturb parents. The first of these pertains to grade levels:

- There are no grade levels.
- Pupils are not identified by grades.
- Progress is not identified by movement from one grade to another.
- Rooms or classes are not identified by grade labels.

The second aspect concerns the pupil's progress:

- There is much more flexibility.
- Pupils learn on their own time schedule.
- Some pupils need--and will have--more time than others to cover the prescribed curriculum.
- Pupils can--and will--move from one level to another at any time during the year.
- The end of the school year is not a time for recording "pass" or "fail" on report cards.

Along with an information service for parents, the school might arrange to have a representative group of individuals share in curriculum planning. Members of the local Council, PTA, parents' groups, or others known to have special interest might join staff meetings during the planning phase.

Parents who are informed can be supportive and cooperative partners in the educational program for their children.

Thinking Ahead

After the first two sections of this study project have been completed and curriculum plans have been written, the next steps of planning should flow directly into organization of the program. In this series of books, a subsequent title deals with "Organization" as a separate topic.

Beyond the point of organization, there will be other needs of a Continuous Progress program which must be planned for and prepared. While the staff is busy going through all the steps previously enumerated and recommended, it will, no doubt, identify many details for itself.

To assist in thinking ahead, the following points are presented to suggest some of the essential needs:

Plans and policy regarding pupil evaluation

- At what point and by what means will it be decided that a pupil has mastered the requirements of a level?
- What criteria will be used to measure, or evaluate, pupil growth or development in curricular and behavioral factors?
- What criteria or procedures will be established for filling out pupil report cards? (Will any pupil be given a "U" on his report card, especially when he is in a program that says he is carefully placed in a level where he can work with success and growth?)

Plans and policy regarding pupil progress

- A carefully constructed curriculum plan of sequential steps of mastery learning will have covered this need.
- If progress from level to level is determined by a score on a reading progress test (publisher's book test), what will one do for a pupil who came close to receiving a "passing" score, but did not quite make it? The Continuous Progress Program says that no child repeats the same level.

Devices for record keeping

Plans for flexible use of physical facilities

Plans for flexible use and sharing of books, materials, and equipment

Plans for articulating new pupils into the program

- at the beginning of the school year
- during the school year
- pupils who have never been in school
- transfer pupils

Continuing inservice of staff

- Further study and discussion by the original members of the planning team
- Help for teachers who join the program after it is established

Continuing study of the program

- Taking care of corrections and revisions as the need is recognized
- Planning for updating when necessary

Organize Next

Is the staff ready to organize its program of Continuous Progress?

If it is--

Congratulations!

because it has done a great deal of work since that opening meeting

and

it probably is April or May--and the next school year is staring everyone in the face!

The accomplishments to which the study committee can point with pride (and as proof of much hard work) at this point are--

A school staff which has internalized the whole concept of Continuous Progress including--

- the philosophy
- the practical application
- a commitment to individualized education.

A carefully planned curriculum which is ready to be put into action--

- containing sequential steps of skill development and concept mastery
- based on the best that is known about learning and the needs of the learner
- geared specifically to the local situation.

A community of informed parents who are--

- aware of the program's philosophy
- aware of what is anticipated for the pupils
- confident that the program will help their children to be successful students.

RECOMMENDED READING

Essential Resources

Chicago, Board of Education. *Guideline for the Primary Program of Continuous Development*. Chicago: the Board, 1963.

________. *Preview of the Primary Continuous Development Reading Program*. Chicago: the Board, 1970.

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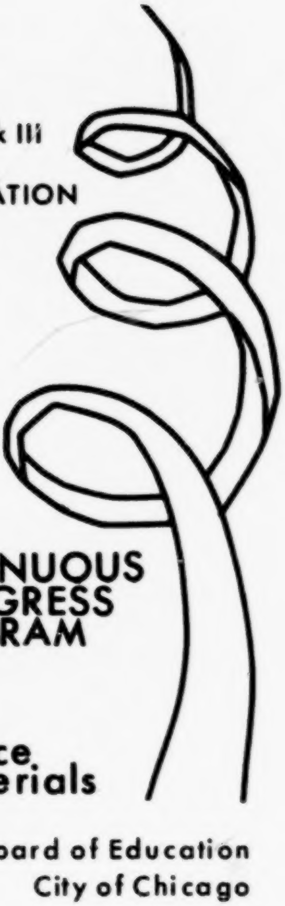

Book III

ORGANIZATION

CONTINUOUS PROGRESS PROGRAM

inservice materials

Board of Education
City of Chicago

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ACKNOWLEDGMENT

DEPUTY SUPERINTENDENT OF SCHOOLS

Manford Byrd, Jr.

DEPARTMENT OF CURRICULUM

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ORGANIZATION

For a Continuous Progress Program

Outgrowth of Planning

Organization of a school's program for Continuous Progress education should come as a very natural next step and outgrowth of a long and intensive planning phase. Any preparation phase does have a kind of unavoidable time limit which cannot be ignored or avoided. There comes the time when everything must be ready for pupils and teachers to start a new academic year. However, the other truth in the situation is that there is little to be gained from organizing and implementing this program (or any other) without having allowed the time needed for staff to discuss thoroughly and internalize the philosophy and plans which must be the base for all of the program to come.

At the point where planning is completed and philosophy has become a comfortable part of each teacher's thinking, activities of organization must begin. From that point through all of the future thinking and acting, all decisions must be based upon--

concern for the individuality of each pupil

adherence to the philosophy and objectives which were established for the local program

acceptance of a total commitment to nongradedness--the gradedness concept completely gone from thinking, labeling, planning, and measurement of progress

assurance that organization as well as curriculum should be a continuum--a flowing from one step to the next, accommodating all pupils and all learning needs.

The natural director of organizational activities should be the principal, who has served as leader of the project in preliminary steps, has struggled through all problems of clarifying philosophy and establishing objectives with the staff, and is needed at this point to be sure that organization really reflects philosophy.

It may be necessary to delegate some duties to others on the staff, but the principal certainly must at least supervise the actual setting up of classes and placement of pupils. Some suggested criteria for this activity will be discussed later.

It will be essential for the principal to be involved in keeping all program staff informed of decisions and outcomes which develop in this phase. Of course, all teachers will be interested to see how their plans and ideas can be incorporated into the living program. Of even greater importance in each person's thinking at this point will be the question of how the program will affect him directly. Classroom teachers will be quite concerned about the group they will receive and what their teaching responsibilities will be.

A good procedure would be to keep all possible information available for anyone to see or to inquire about. If all the details of plotting and charting class and room organization can be done in a central area where all are free to stop in to see, teachers' minds can be relieved about how planning is done. If some device can be created whereby the program is plotted on a chalkboard, this practice serves well in maintaining good human relations during this period. One chalkboard technique will be discussed later as a sample for consideration. (Also, see Appendix B.)

During the organizational stage, if not before, the principal will find it extremely helpful to assign a Project Coordinator for this program. The decision as to which staff member will fill this role depends, of course, on the individual situation. However, the person should be one who can best fit certain qualifications:

- has no classroom teaching responsibility
- works well with all teachers of the program
- possesses leadership skills or potential.

The Project Coordinator, filling the role which the title implies, can be a very strategic influence in the success of this program. He must be available to function in the every-day development of all phases and levels of the program. Although the principal must continue to maintain a very close relationship with all aspects to come, the Project Coordinator can function as the first-hand contact for anyone or anything connected with the program.

The following are some of the responsibilities which can be successfully delegated to a coordinator:

- advising teachers on appropriate recommendations for, or placement of, pupils in groups or levels
- collecting and preparing needed materials
- conducting inservice meetings for teachers
- conducting instructional meetings for teachers who join the program after the planning phase has been completed (as the program continues in future years)
- coordinating and conducting achievement testing for pupil progress from each level
- conferring with individual teachers regarding those test results and planning appropriate next steps for pupils
- advising teachers regarding instructional problems
- coordinating the ordering and distribution of books and supplies.

Plans of Organization

Before considering possible ways to organize the program for the local school, it would be wise to review the following points:

> A Continuous Progress Program is a kind of organization.
>
> It is an organization dedicated to serving the learning needs of individual pupils at their own rate and level of need.
>
> It is not just grouping pupils according to learning ability or a score on a mental abilities test.

Although Continuous Progress theory is a kind of organization plan in itself, it is possible to combine it with other plans as well as use it alone. It is important, therefore, for the local school to become aware of alternative possibilities through research of the literature and staff discussion.

Among the latest developments related to educational programs are those plans which provide for completely individualized work programs for each pupil. (See Recommended Reading.)

Another new concept is one that is usually called the Multiunit School. This has many similarities to the plan called Team Teaching, but also has some special differences. Both the Multiunit and Team Teaching plans can be considered for combining with a Continuous Progress Program. The choice is one to be made by a local school. The point made here is that combination is possible but not essential. (See Recommended Reading.)

At the same time that decisions are made regarding organizational plan, another decision must be made regarding scope of the plan. Many schools decide upon a Continuous Progress Program for the primary school only, and at one time the word primary was an integral part of the generally accepted title of the program. However, it is just as possible to establish a program which covers all the years that a school serves (K-3, K-6, K-8). The choice is up to the school at this point, but official position in most school systems, and this includes the Chicago public schools, encourages extension of the program to be more inclusive.

Together with a decision regarding scope should be one regarding how much of the program should be put into effect for the first year of operation. If it is deemed wise, or if required, the whole program could be established to begin at the same time. This would obviously demand a maximum output of planning all at one time; all levels of curriculum would have to be written in the same planning year. There is precedent for establishing a program this way as examples are quoted in the literature. Also, some authors strongly recommend this action.

A less confusing and more workable arrangement for some is to involve an entering group of pupils for the first year of the program; then, in each successive year, continue with those pupils and also incorporate the newly entering group. For the first year it might be possible to involve both kindergarten pupils and those who have just finished their kindergarten year.

In those schools which are able to provide an even earlier entry for the pupils, such as Headstart or in Parent Education Centers or other early childhood education programs, the idea would be to initiate this program for the earliest possible age group. Keeping in mind that this should be a program of education as a continuum, with children beginning reading readiness and then reading activities as soon as they are ready for them, pupils should be involved in the program from their point of entry into a formal school organization.

Within any form or plan of organization, the specific grouping of pupils can be based on any number of criteria. Among those which have been used are the following:

Age--chronological age (6 years, 7 years)
    year in school (PI, PII, PIII)

Multi age--specified age span (6-9, 7-10, 8-11)
    no limit of span (often grouped on some other criterion, such as reading achievement)

Mental age--not to be used as the sole criterion for grouping, as it is both limiting and defeating to the program

Reading level--the most widely used criterion
    homogeneous grouping of pupils working in the same level
    eliminates the problem of any teacher's having to spread his attention too thin to cover many reading groups
    other factors of age and maturity should be considered along with reading

Social maturity--maturity level (instead of chronological level)

Multiple factors--any combination of criteria
    usually reading level is one factor in any combination
    the literature sometimes suggests other criteria which are not as commonly applied

Heterogeneous grouping--with regrouping for instruction in reading ("Walking Reading")
    with constantly changing grouping for each specific purpose
    (Team Teaching fits well here because of its creative use of flexibility in time and personnel assignments.)

As reading level is, by far, the most widely used single criterion for grouping in this program, it is important to call attention to several points for consideration. If a school does choose this arrangement, there must be a concerted effort to plan accommodation for individuality of accomplishment in other curricular areas--particularly in mathematics. This accommodation must be built into the total curriculum package and must not be left to chance.

Also, the factor of combining reading level and age criteria might be a consideration. Some programs, particularly those with large numbers of pupils involved, do choose to group on the basis of reading criteria within a limited range of age. However, now the literature reports great success in programs which make a point of ignoring age level in a group. Pupils who are very close in reading achievement and needs are grouped together. There is no concern because a wide age range exists in a class.

Steps of Organization

When the time for actual organization of the local program does arrive, all who are involved will be quite eager to move toward conclusion and will be amply prepared by the concentrated planning period which preceded. All thought of gradelines will be gone from any aspect of thinking--out of their objectives, out of their curriculum plans, and out of all set standards for achievement or progress requirements. Matching an educational program to the learning needs of individual pupils will be the keystone of all future thought. Aiding pupils to work with success and accomplishment from level to level in an upward progression of learning growth will be the goal for all.

Based on the local program's stated philosophy and objectives, a form or plan of organization has been selected and criteria for grouping pupils have been established. With all that accomplished, the next step is to gather the information regarding each child which will be necessary to create cohesive groups and workable classes of pupils.

Whatever the selected criteria for pupil placement, it will be necessary to gather some pertinent information from teachers who know the pupils. It would be helpful to work out a form, based on information identifying needs, which can be completed by teachers who have the pupils in their classes in May and June. Often it is most helpful to have a separate sheet or card for each pupil. This greatly facilitates various uses of the information through all activities of organization. In some programs, depending on the amount or kind of information needed, it has been possible to develop a kind of ongoing record device which can be used for the entire time the child is in the program.

In almost any program, the plan of organization probably will include some recognition of pupil's reading levels of work. In those cases, the following are some points which should be considered:

Homogeneous Grouping

Reducing the range of reading levels in any teacher's class will obviously help to give sufficient attention to the groups assigned to that teacher.

Although some authors advocate creating classes with a wide or unlimited range of reading levels, this is not a successful approach unless a totally individualized reading program has been adopted.

No class should ever be thought of as all one reading group. Even if all pupils of a class are really in the same level, they should be organized into smaller groups for reading instruction. Some may have different skills to learn, and some may be working in different parts of the same level.

To aid the purpose of Continuous Progress it would be best to have two or three groups in one room to facilitate movement of pupils as they progress (or possibly fall behind their group). Movement from one group to another within the room is much more easily accomplished than moving from one room to another.

Basis for Placement

Although a program may seem to use only reading level as a basis for grouping, there may be other factors which must be considered because they influence the situation. In placing all pupils who are at one level, it might be necessary to have more than one group or class because of the differences in the individual's learning patterns or rates. Pupils who have taken two years to reach the same level that others have reached in one year probably will not be able to keep up with the latter pupils during a year together. However, they can be placed in a room together, and the teacher can work with them as the pupils create their own pace and grouping.

Some programs use an annual testing project to measure achievement. The scores are then used as a basis for grouping and class placement for the next year.

If teachers are experienced, they can make very valid judgments of each pupil's proper working level. A recommendation form on each pupil, filled out by the teacher, can suffice as appropriate information for the next year's placement.

Teachers of pupils in the kindergarten year can serve as valid evaluators of the children's needs and prospects for the coming year. They can identify the reading level the child will be ready to handle if he has already begun the continuum in reading. Also, for the children who are identified for the beginning level, the teacher can identify those who will need a long period of readiness.

Note. See Appendix for two examples of forms which can be used.

As one of the final steps in organization--after all pupils have been notified of their assignments for September--a small, yet puzzling, question will arise. What will be used for identification of the rooms in this program? How will the rooms be labeled?

Staff in the program may create their own workable solutions to this problem question. Some that have been tried have worked quite well, and others have created problems which should have been avoided. Some of the common choices of room label have been--

PI, PII, PIII.

Hopefully, soon this labeling will not be required for record keeping or reporting.

There should be more flexibility of organization than this labeling implies.

This kind of numbering is too often translated into thinking of grade 1, grade 2, and grade 3.

Any unfortunate connection with grade levels is defeating to the purpose of the whole program.

Class I, Class II, or Class III

This often is interpreted to mean some kind of rank (value) order--and therefore is harmful.

These numbers, too, are confused with a grade 1, grade 2 kind of order.

In a large school this system would soon get out of hand.

Teacher's name

This can be a very appropriate designation.

Certainly no value label is then attached to the pupils.

Reading levels

This is a reasonable kind of label to put on the classroom door.

If several rooms have similar levels, this serves only as limited identification.

Level identification can be combined with the teacher's name to be more specific.

Room number

This is a very objective identification if used by itself.

It is quite possibly better combined with another designation.

Provisions for Continuing Success

By the time a school project has reached the stage of readiness to open and function as a Continuous Progress Program, little remains to be done. In fact, any remaining tasks might be included in an agenda for the next year as things to be done while the program is in operation. If there is time available, however, getting a head start on the items would be advantageous.

The following are some questions that a staff will ask regarding problems which arise during natural progress of this program:

May this child move into the next level of work?

> Teacher observation of a pupil's daily work and achievement is a very valuable source of information.
>
> The staff, by this time, should have set up its standards for progress from level to level.
>
> The advantage of establishing behavioral objectives for achievement will be most obvious at this point of evaluation.
>
> Use of level achievement tests which are produced by publishers of the basic reading series being used is very helpful. Usually there are minimum requirements stated for the tests.

Who will administer a prepared test?

> Very often a teacher will recommend a whole group for achievement testing because they will have completed work in a reading book.
>
> Some programs have the teacher give the test to his own pupils.
>
> If a Project Coordinator (see earlier pages) is assigned, all testing should be done by him.
>
> The adjustment teacher is, of course, another possible choice for coordination of all testing.
>
> To provide complete objectivity to the testing, it is advisable to have a specially designated person do all testing.

Who will make the final decision about whether or not a pupil is ready to move to the next level?

> The person who administers the progress test should prepare an analysis of the subtest scores of each pupil.
>
> That person and the classroom teacher should confer on all information available regarding the child and his work.

The two teachers should reach a mutual agreement regarding the child's proper placement for learning needs.

What should be done for the pupil who did not keep up with his group and did not measure up to required standards for progress?

The immediate answer is that he does not go back and do the work all over again.

The teachers may decide that the child is so close to the standards that all he needs is a review of some aspects of that level's work.

The teacher may decide that the child needs more intensive work and will place him in an auxiliary book.

Often this problem develops for a small group of pupils and not just for one. Therefore, the teacher merely regroups her pupils to accommodate this new plan.

What can be done for a pupil who has been absent a long time and cannot rejoin his group when he returns?

In some cases the teacher may decide that the pupil can be given enough extra help to see that he does catch up within a reasonable amount of time.

In some cases the parents may be able to give enough help at home to assist the child in catching up with his group.

In some cases it will be necessary to find another group, possibly in another room, into which he can fit and work successfully.

What can be done for a pupil who is present regularly but just cannot keep up with the work in his group?

The child's inability to keep up with the group indicates that his learning rate and style do not belong in that particular group.

The Project Coordinator should find another group which will better serve the pupil's needs and should move him immediately.

What can be done for the pupil who develops a greater rate of learning and is ready for progress beyond his group?

This sudden burst of learning speed and interest can occur in many instances.

For example--the child whose health improves
the child who gets much needed glasses
the child who develops a great interest
the child who is able to remove the barrier of a foreign language
the child who enters school at a later age but has the necessary maturity

This pupil should never be slowed down in order to stay with his assigned group. He should be encouraged to speed ahead as fast as he is able.

This pupil must be moved to a more advanced group every time that he is ready.

What procedure should be used to incorporate new pupils into the program?

If a pupil comes in during the school year on transfer from another school in the city, he should be placed in a class according to the information on his transfer. (See book on "Pupil Evaluation and Record Keeping" for suggested data to provide on report card.) Or, have the Project Coordinator give him an informal test of his reading achievements and level. Having him identify the book he was reading in the former school and then hearing him read in a comparable book of the new school reading series can be a quick help in finding proper placement.

If a pupil enrolls for the first time, he will still need an interview and informal test which will give some indication of his possible achievements or needs.

In all cases, the receiving teacher must be informed that the first placement should be considered as tentative. If, after about two weeks, the teacher feels the child does not belong with a group in the class, the child should be reassigned to another room.

What can be done to provide informative answers to questions of parents whose children are in this program?

Some parents should have been involved in the informational phase of this program since the planning stage.

All parents should receive an appropriate communication regarding children and their placement before the program actually begins to operate. (See samples in book on "Communication with Parents.")

As the program opens, the staff should hold a meeting for all parents to explain both plans and organization for the local school.

Individual conferences with parents would be extremely helpful and should be held to the extent possible with existing staff and time.

Report cards should be sent home at required intervals. However, meetings with parents to explain all the detailed information on the cards should be a priority item.

A revised form of the standard report card has been recommended for schools which are ready to use them. (See sample in book on "Pupil Evaluation and Record Keeping.")

Individual schools (or teachers, if approved) can choose to work out their own version of a reporting form to be sent to parents.

In addition to the above questions, which will need to be answered during early stages of the new program, a principal will see other related issues which require special arrangements. For example:

Inservice Training for Staff

All members of the program staff will need to be kept currently informed relative to developments and subsequent plans.

Any teachers who join this program after the planning phase must be given sufficient information and training to make an easy entrance into the organization.

Other teachers on the staff who do not have a role directly related to the program must be knowledgeable enough to see an interrelationship of all aspects of the school's educational goals and plans.

Availability of a Project Coordinator will serve to meet all these needs on a continuing basis.

Ready Availability of Services and Materials

Busy classroom teachers will need and appreciate a coordination of efforts to make a variety of materials readily available for classroom work.

The librarian can provide supportive services as director of a total resource center.

The physical education teacher can cooperate with teachers of all levels to coordinate his teaching with the developmental needs of the pupils; for example, there is much that can be done in developing muscle coordination to help pupils in a reading readiness level.

Use of all facilities in the building should be flexible enough to accommodate the varied needs of learning activities in all classes.

Views of the Future

With completion of all organizational tasks, the principal, and probably staff as well, will enjoy taking a long-range view of the total project. What may have been--as much as a year prior to this point--a study project was discussed, considered, and begun. Since then there have been much time and effort invested in a complicated series of meetings involving establishment of philosophy and objectives, detailed planning of all content and parts of a comprehensive program of education, and organization of a specific arrangement of pupils and teachers to best serve the ideas and hopes which were built into the local program. This is an accomplishment to evoke pride.

Ahead is a view of an educational enterprise which holds great promise for more pride and satisfaction--both for educators who are able to work to meet the needs of their pupils and students who are able to experience success in learning. After careful planning, and with continuing hard work, the future must hold success.

APPENDIX

Individual Pupil Reading Progress Report Form

School Organization Chart (Form 1)

School Organization Chart (Form 2)

Individual Pupil Reading Progress Report Form

____

____
School Name

Date____________

Pupil Name__________________________

Age____________ Year Beyond Kg.____________

Spring Working Level: ____________________

Place in Level: Beginning Middle End
(circle one)

September Anticipated Level: ________________

Place in Level: Beginning Middle End
(circle one)

June Room________ September Room____________

____

To be completed by classroom teacher in the late spring of one school year to be used for appropriate placement for the coming school year.

School Organization Chart (Form 1)

The following chart shows one way that reading groups can be plotted to organize pupil placement for a new school year or whenever a new organization is necessary.

If possible, this chart should be drawn on a large and permanently available chalkboard.

The spaces should be made large enough to accommodate all figures that will appear before the organization is completed. (See second form of the chart which follows.)

After the chart is drawn and labeled, classroom teachers should write in the totals of pupils they recommend for each level or group for the new year.

All figures should be written in the same color chalk (or pencil if on paper) so that the color stands for the room as it is currently composed when each teacher records the figures in the spring.

Note the use of letters. "B" = beginning of level, "M" = middle, and "E" = end of level.

SCHOOL ORGANIZATION CHART (Form1)

Level Room	A Long	A Short	B	C	D	E		
100 Kdg.	30	20	10(B)					
101 Kdg.	20	25	15(B)					
102		12	18(M)					
103		6	18(M)	6(B)				
104			25(E)	5(M)				
105			6(E)	25(M)				
106				20(E)	11(M)			
107					30(M)			

School Organization Chart (Form 2)

After all groups have been recorded by the classroom teachers, actual assignment of pupils to new rooms for the new year can begin.

All figures written in to represent the new organization should be given a special color of chalk (or pencil).

The new assignments should be written in two places:

The new room number next to the number of pupils recorded at the top of each box

The new group of pupils and the room from which they come recorded at the bottom of the box which belongs to the room that will receive them.

For example:

Room 100 has 30 pupils recommended for Level A Long.

The pupils will be in room 102 for September.

The box for room 102 shows this fact with the figures in the bottom half of the box.

SCHOOL ORGANIZATION CHART (Form 2)

Level Room	A Long	A Short	B	C	D	E		
100 Kdg.	30 (102)	20 (103)	10(B) (103)					
101 Kdg.	20 (104)	25 (10-104) (15-105)	15(B)(105)					
102	30 (100)	12	18(H)					
103		6 20 (100)	18(M) 10(B) (100)	6(B)				
104	20 (101)	10 (101)	25(E)	5(M)				
105		15 (101)	6(E) 15(B) (101)	25(M)				
106				20(E)	11 (M)			
107					30 (H)			

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Book IV

CURRICULUM PLANNING

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CURRICULUM PLANNING

For a Continuous Progress Program

A. Behavioral objectives
  1. Categories
    a. Cognitive
    b. Affective
    c. Psychomotor
  2. Pupil's specific needs
    a. Symbolic tools
      Reading skills
      Writing skills
      Group and reaction skills
      Motor skills
    b. Personal exploration
    c. Study of organized disciplines
    d. Problem solving
    e. Values and attitude formation
    f. Recreation and cultural appreciation

B. Mastery learning
  1. Time and technique differences
    a. Providing for individual differences
    b. Providing for individual learning styles
  2. Teaching approaches to aid mastery
    a. Grouping
    b. Team teaching
    c. Tutorial help
    d. Textbooks
    e. Workbooks and programmed instruction
    f. Mini-sequencing
    g. Mega-sequencing

C. Specialized learning problems
  1. Readiness skills
    a. Previous background experience
      Nursery school
      Schome
      Headstart
    b. Informal experience
      Television
      Parental help
  2. Non-English-speaking student
    a. Placement
    b. Problems

D. Curriculum development aids
  1. Guidelines and other aids
    a. Language Arts guide
    b. Continuous Development guide
    c. King School Reading and Mathematics Skills guide
    d. Schubert School syllabus
    e. Curriculum bank

2. Special category aids
   a. Individualized instruction
   b. Educational objectives
   c. Sequential learning
   d. Mastery learning
   e. Early childhood education

CURRICULUM PLANNING

For a Continuous Progress Program

A. Behavioral Objectives

Whenever a change in curriculum is contemplated, an opportunity arises for all concerned to take a good look at what has been operating, what deficiencies and advantages exist, what the implications of the proposed changes mean, what the learning needs of the local school are, and what contributions can be made by each member concerned with the educational processes. Since every school is unique in terms of student makeup, faculty and administration, building, and community, each school must adapt the curriculum to meet its unique needs.

Writing behavioral objectives serves a definite function for those embarked on constructing or changing a curriculum. One must be concerned with establishing those principles and conditions which would enable behavior to change. Behavioral objectives deal with input, process, and output--the setting-up of conditions of observable behavior related to faculty identified goals, evaluation, and criteria. Students' needs must be analyzed and the school's role in meeting those needs must be established. Evaluative techniques must be developed to discover if the educational process is effective.

The following general categories of objectives must be considered in making curriculum changes:

> Cognitive objectives concern the intellectual processes of the learner. The student displays knowledge reflective of a grasp of concepts and demonstrates ability to perform.
>
> Affective objectives concern attitudes, emotions, values, interests, and appreciations of the learner.
>
> Psychomotor objectives concern the physical and motor skills of the learner.

Objectives are not a means of standardizing instruction, but are a means of guiding successful planning and instruction. Objectives guide the setting-up of clearly defined goals which one hopes to achieve and allow the instructional program to move forward in a logical, sequential progression. To know whether one is successful as a teacher, one needs information about student progress. To evaluate student progress, one needs behavioral definitions of objectives that are precise and measurable in terms of observable student actions and responses.

Behavioral objectives vary as to scope and complexity. For instance, for a beginning primary pupil, a long-term objective would be the full development of readiness skills. A short-term objective would be the development of simple discriminatory listening skills. Materials, techniques, procedures, and evaluation of long- and short-term objectives must be planned for in adapting the curriculum for each school.

Basic to the establishing of objectives is the understanding and accepted policy that certain skills must be mastered by the student in order for him to progress to the next level of learning. These skills, mostly in reading and mathematics, are essential to the education of the child and should be provided for in establishing guidelines.

The following are proposed elements to be incorporated in a design for a Continuous Progress curriculum:

Opportunity to acquire communication tools. This area of competence is sometimes thought of in terms of relatively simple skills, such as beginning reading and handwriting, handling elementary mathematical concepts and operations, and composing with words and learning how to spell them. Skills of searching for information and of ordering information according to logical relationships may be included. All of these skills can be practiced by an individual.

Another group of skills, such as discussing and debating, explaining, questioning, demonstrating, and relating with others, requires a group of two or more persons.

A third set of skills can be practiced alone if appropriate technology is available, but is enhanced by a group setting--hypothesizing, testing, criticizing, valuing, listening, interpreting, and inferring.

A fourth set of skills, some overlapping those already mentioned, includes those which are essential to the development of a craft or crafts needed in most forms of creativity, for example, the crafts of composing with words, sounds, movements, paint, clay, or other elements or materials.

Opportunity for personal exploration, inquiry, experimentation, and creativity. The purpose of such opportunities is that children may identify and develop talents and interests; satisfy a desire to know and understand places, events, and people (including self); and find out what can be done with different media (words, colors, numbers, sounds, objects, and body movements).

Opportunity for systematic exploration of organized disciplines. Here the purpose is that children may satisfy a desire to understand man's way of knowing and acquire a basis for keeping up-to-date in such fields independently.

> Opportunity for cooperative inquiry and problem solving. The purpose of such opportunities is that children may answer questions of "why" and "how" and "what if"; derive satisfaction from solving common problems at a level either of understanding or of social action; develop skills in group dynamics, human relationships, inquiry, problem solving, and decision making; and develop appropriate values and maturing feelings toward self and others.
>
> Opportunity for experiences in managing an environment, giving service, and governing. The purpose of such opportunities is that children may develop group process and other citizenship skills and develop values, attitudes, and feelings about people consistent with democratic ideals.
>
> Opportunity to enjoy literature, the arts, and physical recreation. The purpose of such opportunities is that children may further their understanding of self and others and further the maturing of their values and feelings about all kinds of people.[1]

When a child begins his formal education, he should continue in a sequential program to master the skills and concepts needed to assure his continued progress. The well planned curriculum helps the learner to climb one step after the other in a continuous, sequential fashion. The nongraded teacher is free to employ individualized timing and pacing so that the pupil who needs more time for mastery of a skill will have it. Children learn in various ways and in various lengths of time. The Continuous Progress curriculum should be flexible enough to provide for the individual learning habits of each child.

The program of instruction should consider coordination of local content with city-wide levels. In establishing behavioral objectives, this coordination is very important, especially in view of the transfers of many students from one school to another. This concept is in keeping with the philosophy of not constantly moving a pupil along from level to level without adequate mastery of each level. The removal of the grade designation makes it possible for pupils to progress at their own rates in sequential patterns, mastering the skills according to their own achievement and ability. The teacher must motivate and help the student to learn and master the skills and to work at a continuous progression of learning.

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[1] Alexander Frazier, ed. A Curriculum for Children. (Washington, D.C.: Association for Supervision and Curriculum Development, N.E.A., 1969), p. 129.

B. Mastery Learning

Schools presently provide successful learning experiences for some children, but measurement by the "normal" curve demonstrates that only a small percentage make the top grade, and a similar percentage fail. Educators have come to accept this concept and speak of "individual differences" as adhering to "normal distribution." They recognize that individuals do differ in their aptitudes for particular kinds of learning. However, recent educational theories and experimentation define aptitude as "time required by the learner to attain mastery of a learning task." It is also assumed that "given enough time almost all students can conceivably attain mastery of a learning task."

This, then, is the basis for the concept of mastery learning. Taking into account individual differences, given sufficient time and appropriate types of help, and acquiring skills built in a sequential fashion, large numbers of students can learn a subject to a high level of mastery. For some students the effort and help required make it prohibitive, but more effective learning conditions can reduce the amount of time required for most students to master a subject.

In the past, the self-contained classroom and prescribed curriculum of the graded school provided group instruction with little provision for the fact that some students needed more time and different instructional approaches for mastery of skills. Much research is needed to determine how individual differences in learners can be related to variations in the quality of instruction. These differences fall into two main categories--that of students who learn at different rates and that of students who learn by different styles. Some learn by action; some learn by words and concepts. Some students may learn faster through independent learning efforts, while others need highly structured teacher-learning situations. Some students will need more concrete illustrations and explanations than will others; some may need more examples; some more approval and reinforcement; and some may need to have several repetitions of the explanation, while others may be able to understand it the first time.

The main point to be considered in curriculum planning must be the provision for individual learners rather than for groups of learners. If a student has difficulty in understanding the teacher's instructions or the instructional material, he is likely to have difficulty in learning the subject. There are many different techniques that can be employed to help each student understand the nature of the task he is to learn and the procedure he is to follow in the learning of the task. This flexibility of technique - as well as materials - must be applied appropriately to each student so that each pupil can learn, and no pupil will be labeled as "unable to learn."

The following are some of the different approaches that can be used:

Grouping

The placing of students in groups is discussed in the section dealing with organization. It is important to maintain flexibility of group arrangements. If a student is not working at the same rate as his group, whether faster or slower, he should be moved freely in order to allow him to progress at his own rate. A child entering from another school should be tested and placed in a group on his reading level.

Team Teaching

Some schools lend themselves to team teaching approaches, while others do not. Team planning, however, is a requisite even if team teaching is not. The team approach is a natural outgrowth of the nongraded system. Sharing the responsibility for the instructional program makes for improved methodology. Further information on team teaching can be found in the Board of Education booklet on that subject.

Tutorial Help

Some students respond to a one-to-one relationship, which should be used where alternative procedures are not helpful. The tutor can be someone other than the teacher, since he should bring a fresh approach to the subject.

Textbooks

Many textbooks have elaborate aids for the teacher and student in developing skills and concepts. Accepting the premise that it is advantageous (particularly at the primary level) to use a basic reading series for continuity of vocabulary and skill development, the fact that one textbook has been adopted by the school should not limit the teacher. Providing alternative textbooks and materials to aid the individual student is necessary.

Workbooks and Programmed Instruction

Workbooks and programmed instruction may be especially helpful for some students to provide drill and reinforcement of skills and concepts. They also serve as evaluation aids to test student mastery progress.

There are many ways a teacher can tailor instructional materials to meet the needs of the students. Audiovisual materials, academic games, puzzles, and laboratory experiences can be used for different approaches. It is up to the individual teacher to use diversified materials and techniques to improve the quality of instruction in relation to the ability of each student to understand the instruction and in relation to his learning style. The use of a variety of instructional materials and procedures should help both teachers and

C. Specialized Learning Problems

Readiness Skills

Shortly after the child is enrolled in kindergarten in a Chicago elementary school, the teacher should take time to learn about that child's ability and previous background experiences, especially whether he attended nursery school, schome, or Operation Headstart. Many children entering kindergarten come with prereading skills. It has been recognized by authorities that the child's formal education can begin at an early age, and that informal education creates a background of experience and skills which has a direct relationship to later learning in a formal program.

> Many recent studies have been conducted with three- or four-year-old children.... In a four-year study...Di Lorenzo and Sater studied the effectiveness of an academic year preschool program for the disadvantaged.... The most effective pre-kindergarten programs were those that had the most specific structural cognitive activities.[1]

A structured program for prekindergarten would be made up of interdependent activities that have a carefully organized pattern. It would not be a program which offers just random play activities. These activities based on sequential learning tasks can greatly stimulate the young child toward developing necessary readiness skills. All children can profit from, as well as enjoy, games, materials, and exercises that are geared to their age and maturity level. A specific example for a young child would be the skill of catching a ball. Eye and hand coordination must be developed no matter what the size of the ball or the kind of ball. Learning to catch a large ball presents one kind of problem and learning to catch a smaller ball increases the difficulty. The next tasks might be to learn to bounce and catch, to roll the ball, and eventually to count the bouncing of the ball in a rhythmic manner. Each activity should be built upon the child's attainment of skills in earlier stages. Such skills are cumulative and should lead directly into the readiness skills developed in kindergarten.

However, many children develop readiness skills without formal preschool experience. The television program "Sesame Street" has brought into the homes an increased interest in preparing the young child for school activities. Because of a deep concern, coupled with a desire to help their young, parents are assisting their preschoolers toward a more successful start. Therefore, if a child has mastered the objectives for Level A or beyond by the time he enters the school program, he should be placed at the correct working level and should proceed from that point.

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[1] J. M. Stanchfield, "The Development of Pre-Reading Skills in an Experimental Kindergarten Program," The Elementary School Journal, May 1971, p. 439.

students overcome feelings of defeatism and passivity about learning. If a student cannot learn in one way, he should be reassured that alternatives are available.

The above ideas are from Benjamin S. Bloom's work, teaching, and lectures.

Mini-sequencing

One approach to sequential curriculum is organizing small segments of content into a logical continuous sequence. The learner is led naturally from one item to the next, each small step leading naturally from one to the following. The pupil begins at the level appropriate for him and works his way through the sequence at his own pace. As he demonstrates that he has learned a particular content item, he moves on to the next. He does not have to pause at any barriers, because there are no barriers.

Mega-sequencing

Certain subject areas lend themselves to mega-sequencing according to the interest of the student. In ordered fields, such as mathematics, this is not advisable, but in some language arts and sciences, the student can select from several choices where his interests lie. Thus, given a science unit on ecology, he may select a small segment to work on according to his interests.

However the school staff sets up curriculum in a nongraded school, the important consideration is the pupil. The curriculum content, techniques, materials, and evaluation are the principal means to achieve the desired ends of fulfilling the behavioral objectives designed with the pupil's needs in mind.

The Non-English-Speaking Student

The philosophy of continuous progress education is consistent with the needs of non-English-speaking students. It is, in fact, most necessary for such a child. The demands of learning a foreign language in an alien environment in addition to mastering academic skills produce undue strain. In the conventional program, the non-English-speaking child is often branded as a slow-learner. The variance with which individuals master language and make cultural adjustment is neglected, and the result is psychologically damaging.

The common practice of placing the non-English-speaking child into a lower grade level than age dictates usually works to the student's detriment. Not only does this induce a sense of inferiority or ostracism, but it denies to him the association of chronological peers from whom he would usually learn English speech patterns.

In the self-contained classroom of the conventional program, progress is invariably impeded when the language barrier is introduced. Equally unacceptable is the homogeneous language classroom. Not only does this segregation produce the obvious problem of the pupils' being labeled as different, but it denies the maximum cultural interaction essential for assimilation. Furthermore, because the non-English speaker is isolated from fluent English speakers, his progress will be impaired; complete dependence on his native language would be encouraged.

Continuous Progress education both in philosophy and in proper application absolutely promotes individuality and acceptance of foreign culture. The more conventional methods of dealing with non-English speakers are inconsistent with these goals. The conventional program's self-contained classroom promotes conformity to modes which are inapplicable to the unusual needs of non-English-speaking children. Continuous Progress would provide that necessary and delicate combination of equal consideration and special attention. It would, therefore, encourage a healthier mental attitude, respect for and acceptance of cultural differences, and the fostering of cultural transaction.

Continuous-Progress Education, S.R.A., includes a helpful and meaningful section on the nongraded curriculum for non-English-speaking children and should be consulted by any teacher who deals with this particular problem. Some of the salient recommendations are summarized here:

> Although the non-English-speaking student does not have the language skills, he should be placed in a level closest to his age group. If placed with children much younger, he will be isolated from his peers and learn at a slower rate. After he has achieved some language mastery, he can be placed in another group.
>
> Extra help in language instruction should be provided. It is the elimination of the language difficulty that should be of primary importance. Standardized testing cannot be depended upon for classifying non-English-speaking students.

Reinforcement of language instruction for non-English speakers in all subjects should be provided through the following devices:

individualized instruction via mastery grouping
tutoring by volunteer native speakers
use of electronic devices: language laboratory, tape recorders, and language masters[1]

The S.R.A. book should be considered a primary source of information for implementation of curriculum for non-English-speaking children. On pages 157 and 158, the primary requirements for curriculum sequence and desirable procedures are discussed. On pages 158 to 162, foundations and guiding principles for the program are suggested and key questions and answers are offered. Its style is highly readable, clear, and specific.

A curriculum based upon bilingual reading and mathematics texts should be developed, and if there is anticipated a steady stream of new arrivals throughout the year, provision should be made for their entry into an intensive language orientation course before they are moved to any other grouping. The TESL Guide provided by the Board of Education considers many of the problems and offers invaluable guidance. Materials for 1971 are now available at this address:

Mrs. Nell Leo Gonzalez
Director, Program for Non-English-
Speaking Children
Board of Education
228 North LaSalle Street
Chicago, Illinois 60601

Titles from 1970 include--

Suggested Activities in Language Arts for Non-English-Speaking Children (another volume for mathematics)

Human Relations, Inservice and Communications for Programs for Non-English-Speaking Children.

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[1] Maurie Hillson and Joseph Bongo, Continuous-Progress Education: A Practical Approach (Palo Alto, Calif.: S.R.A. College Division, 1971) pp. 153-91.

D. Curriculum Development Aids

Board of Education Guidelines

Curriculum Guides for the Language Arts. These guides are an invaluable aid stating long- and short-term objectives, with procedures and activities for the teacher and practices and evaluation techniques for pupils. The guides also list instructional aids and available professional literature and contain many suggestions for the classroom teacher. Although the primary guide uses the grade designation, provision is made for using the material in relation to the nongraded continuous progress curriculum. The guide should be used for that purpose--to guide. As clearly stated on page IX in the introduction:

> Its purpose is to provide a required structure and framework within which a teacher can build a program to suit the language arts needs of a class working within the school program and of an individual student working within the class.

Guidelines for the Primary Program of Continuous Development of the Board of Education. This is a more comprehensive guide to the Continuous Development program in language arts, science, mathematics, social studies, art, music, and physical education. It contains material explaining the Continuous Progress of the program, and suggests operational technique for the implementation of change. It lists page references to the Language Arts Curriculum Guides for more detailed aids. It also contains an excellent bibliography for professional reading on ungraded school systems. This guide should be used by every school.

Other Aids to Curriculum Development Produced by Local Schools. The *King School Reading Skills Chart* is a comprehensive guide to the objectives to be mastered in sequential order with readiness skills, easy and difficult reader skills, and suggestions for enrichment. (See Appendix.)

The Continuous Development Syllabus (1969-1970) developed by the Schubert School is a 39-page guideline for developing skills and content for mastery in a sequential order. (See Appendix.)

Beginning with the planning stage and continuing throughout the program, the staff should be involved in bringing together a large collection of materials from their professional reading, courses, workshops, and experience. A curriculum bank, or materials center, should be set up in each school for the purpose of providing all kinds of matter for evaluation by the staff for possible inclusion in the curriculum. The material should be evaluated and organized into units for easy reference, and should cover methodology, motivation techniques, evaluative procedures, content, and concepts to be taught. The curriculum bank can be of great value to the new teacher or to anyone seeking a new approach and should be an ongoing operation in the school. It would then become a tool for sharing among the entire staff, serving to keep the school current as to new materials and trends.

RECOMMENDED READING

For Behavioral Objectives Section

Books

Frazier, Alexander, ed. *A Curriculum for Children*. Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1969.

Frost, Joe L., and Rowland, Thomas G. *Curricula for the Seventies: Early Childhood through Early Adolescence*. Boston: Houghton Mifflin Co., 1969.

Goodlad, John L. *School, Curriculum, and the Individual*. Waltham, Mass.: Blaisdell Publishing Co., Div. of Ginn & Co., 1966.

Hillson, Maurie, and Bongo, Joseph. *Continuous-Progress Education: A Practical Approach*. Palo Alto, Calif.: Science Research Associates, Inc., College Division, 1971.

Smith, Lee L. *A Practical Approach to the Nongraded Elementary School*. West Nyack, N.Y.: Parker Publishing Co., 1968.

Periodicals

Bloom, Benjamin. "Learning for Mastery." *Evaluation Comment* (May 1968).

RECOMMENDED READING AND AIDS

For "Up Front" Ideas in Curriculum Planning

Individualized Instruction

Lindvall, C. M., and Bolvin, J. O. The Preparation of Teachers for Individually Prescribed Instruction. Pittsburgh: Learning Research and Development Center, University of Pittsburgh, 1968.
A thirteen-page paper providing help for teachers.

Klausmeier, Herbert J.; Morrow, Richard G.; Walter, James E. Individually Guided Education in the Multiunit Elementary School: Guidelines for Implementation. Madison: Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, 1970.
A brochure to aid in implementation of individually guided educational program as far as basic philosophy, school organization, and planning are concerned. Published under U.S. Office of Education, HEW-Center #C 03/Contract OE 5-10-154.

University of Pittsburgh, Learning Research and Development Center, Outline of Reading and Math Curriculum for Individually Prescribed Instruction. Pittsburgh: the University, n.d.
An outline based on the McGraw-Hill reader, Reading Spectrum, S.R.A., Junior Great Books, and the Scholastic Program. Also contains IPI math continuum--levels A through H.

Kits which serve as practical aids to classroom instruction in the language arts - levels A through K, with skills and examples clearly represented - are available:

Individually Prescribed Instruction (1968-70 Reading Objectives)
Working Paper Number 30
Learning Research and Development Center
University of Pittsburgh
Pittsburgh, Pennsylvania

Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pennsylvania

I/D/E/A Institute for Development of Educational Activities, Inc., 5335 Far Hills, Dayton, Ohio, has produced Individually Guided Education, "an inservice program designed to reorganize and redirect the time, talents, and energy of all concerned with the educational process. It is a workable way of achieving and integrating such concepts as continuous progress and team teaching." Materials available consist of four movies, eleven filmstrips, and ten printed documents. The entire kit will be available for use in each Area office and provides enough inservice material for a year of meetings. Those planning inservice training should decide which portion of the kit they wish to use and reserve it in advance.

Educational Objectives

Flanagan, John C.; Mager, Robert F.; and Shanner, William. *Language Arts Behavioral Objectives: A Guide to Individualizing Learning, Primary, Intermediate, and Secondary*. Palo Alto, Calif.: Westinghouse Learning Press, n.d.

Other books available by the same authors are *Science*, *Mathematics*, and *Social Studies Behavioral Objectives*.

Mager, Robert F. *Preparing Instructional Objectives*. Palo Alto, Calif.: Fearon Publishers, Inc., 1962.

Taxonomy of Educational Objectives

Bloom, Benjamin S., ed. *The Classification of Educational Goals Handbook I: Cognitive Domain*. New York: David McKay Co., Inc., 1956.

Sequential Steps of Learning

Lewis, James, Jr. *A Contemporary Approach to Nongraded Education*. West Nyack, N.Y.: Parker Publishing Co., 1971. (pp. 81-108.)

Describes three nongraded plans.

Rollins, Sidney P. *Developing Nongraded Schools*. Itasca, Ill.: F. E. Peacock Publishing Co., 1968. (pp. 44-54.)

Discusses various types of sequences.

Smith, Lee, L. *A Practical Approach to the Nongraded Elementary School*. West Nyack, N.Y.: Parker Publishing Co., 1968. (pp. 191-262.)

Contains several sequential programs in Language Arts and Mathematics.

Mastery Learning

Bloom, Benjamin S. "Learning for Mastery." *Evaluation Comment* (May 1968). U.C.L.A Center for the Study of Evaluation of Instructional Programs.

Benjamin and Sophie Bloom have done additional work on mastery learning at the University of Chicago, and additional material may be available there.

Early Childhood Education

Early Childhood Education in Illinois: Focus on Kindergarten.
Write to: Michael J. Bakalis
Superintendent of Public Instruction
302 State Office Building
Springfield, Illinois 62706

Chicago, Board of Education. Curriculum Guide for the Prekindergarten: A Program of Living Experiences for Young Children. Chicago: the Board, 1970.

A comprehensive 260-page guide with clearly stated objectives, procedures, activities, and instructional aids. Contains bibliography of professional reading for teachers, as well as a bibliography of children's books.

APPENDIX

A. King School Reading Skills Chart

B. King School Mathematics Skills Chart

C. Schubert School Continuous Development Syllabus

KING SCHOOL

READING SKILLS CHART

Level 1 - Readiness

1. Recognize nine colors--red, blue, yellow, orange, green, purple, black, white, and brown.
2. Identify left and right hand.
3. Eye movement from left to right and top to bottom--pictures.
4. Discriminate visually--forms, likenesses, and differences.
5. Discriminate and identify common sounds around the school; identify beginning sounds and rhymes.
6. Read and recognize letters of alphabet.
7. Arrange ideas and pictures in sequence.
8. Interpret short story sequence and predict conclusion.
9. Understand simple relationships.
10. Associate objects that belong together.
11. Listen and react to multiple directions, i.e., draw a line under a specific object.
12. Speak with clarity and ease.
13. Express ideas in simple sentences.
14. Tell simple favorite stories.
15. Listen to and repeat rhythms and short stories.
16. Supply missing word in a sentence according to context.
17. Develop an oral vocabulary.
18. Perceive absurdities--humor.
19. Dramatize nursery rhymes and favorite stories.
20. Build experience charts.
21. Learn first and last name.

Level 2 - First Two Pre-Primers

Listen for initial consonant sounds of b, c, d, f, g, h, l, m, p, r, s, t, w.
Listen for rhyming words--colors, pictures.
Acquire some skill in telling what happened first, next, and last in a story.
Develop space sense between words.
Ability to answer "who talked?" and "to whom did he talk?" in a story or paragraph. (Introduce meaning of quotation marks.)
Understand concept of pronouns "I," "you," "we."
Learn to handle a book, turn pages, hold book in proper position.
Establish eye movement: left to right and top to bottom of page in reading.
Building sentences with word cards.
Identify number of characters or objects in a story.
Develop idea of title page.
No vocalizing when reading silently.
Read without finger pointing.
Dramatize stories.

Level 3 - Third Pre-Primer

Discriminate, recognize letter--beginning sounds of b, c, d, f, g, h, l, m, p, r, s, t, w.
Recognize rhyming words, auditory only--bell-well; hop-stop; man-fan; blow-show; wing-sing; ten-hen; wet-pet.
Recognize sight words beginning with small and capital letters.
Understand "s" added to noun to make plural.
Understand "s" added to verb--see, sees
Period at end of sentence.
Capital at beginning of sentence.
Give an oral interpretation of conversational text.
Acquire some skill in reading to answer questions, recall details, and to follow directions.
Identify an appropriate story title.
Follow simple directions while working on work sheets independently.
Understand and use the reading vocabulary in every possible context.
Develop concept of spelling and of the differences in the words by studying kinesthetically.
Anticipate simple outcomes of stories--form conclusions.
Locate pages up to 10.

Level 4 - Primer

Recognize all initial consonants--auditory, written letter.
Begin to recognize final consonants--d, k, p, t.
Begin to recognize initial digraphs--th, ch, wh.
Begin to recognize possessive "s."
Understand "ed" added to verbs.
Upon hearing a word, find a word that rhymes with it in a group of written words.
Recall story events in sequence.
Pick out main idea in a group of related sentences.
Begin to use table of contents to locate new story and new unit.
Develop skill in reading to follow directions, answer a question, and recall details.
Develop skill in giving an oral interpretation of conversational text and mood of story.
Begin to draw conclusions, make generalizations, and anticipate plot development of story.

Level 5 - First Reader

Recognize final consonants--d, k, m, n, p, r, t.
Recognize medial consonants--k, n, p, r, t, z.
Recognize digraphs in initial position--ch, sh, th, wh.
Recognize digraphs in end position--ch, sh, th.
Recognize blends--bl, pl, br, tr, st, gr, dr, fr, fl.
Recognize compound words--cannot, someone, something, without, into, snowman, schoolhouse, pancake, popover.
Use table of contents to find stories.
Recognize common word endings--an, and, at, ay, ear, ing, it, ow, ump.
Increase skill in recalling story events in sequence.
Increase skill in recognizing main idea in several related sentences.
Recall details in a story to answer questions.
Read to follow directions.
Read for information.
Read interpretively to develop comprehension in an audience situation.
Begin to understand concept of paragraph.
Do creative dramatization of stories.
Answer questions of who, what, where, when, which, why, how.

Level 6 - Easy Second Reader 2^1 Book

Recognize blends--cr, sl, cl, pr, sn, nk.
Recognize digraphs--ck, ng.
Double consonants--ff, gg, nn, pp, rr.
Medial double consonants--bb, cc, dd, ll, nn, pp, tt.
Final consonants--b, d, k, l, m, n, p, t, x, z.
Medial consonants--k, t, x, z.
Variant sounds--hard and soft c, hard and soft g.
Digraphs--ai, ay, ee, oa, oo.
Identify long sound of a, e, i, o.
Identify short sound of all vowels.
Perceive silent vowels in words--double vowels.
Phonograms and rhyming--ace, ack, all, ame, an, ar, as, ast, at, ate, ear, ed, en, et, ig, ight, ill, ing, op, ip, oat, og, old, ound, own, oy, un, ut, ust, ick.
Recognize compound words.
Recognize contractions--one letter omissions.
Understand plural form of "es."
Understand plural form possessive--s'.
Suffix--er.
Variant forms of verbs--d, ed, es, ing.
Apply phonetic skills in attacking new words.
Distinguish between main idea of a story and specific detail.
Recall story events in sequence.
Follow directions obtained through reading.
Distinguish between important and unimportant facts.
Obtain information in other content fields through reading.
Relate what is read to own life experiences.
Recognize, identify, and write alphabet in order.

Level 7 - Hard Second Reader 2^2 Book

Review study of auditory and visual recognition of all consonants in initial, medial, and final positions, including variant sounds of c and g.
Introduce and direct attention to silent letters in kn, wr, gh; similar sounds of ck and x; and nk and ng.
Observe three letter blends of spr, squ, str, and thr.
Recognize long and short sounds of vowels, and begin recognition of variant vowel sounds.
Observe dipthongs--ow, ou, oi, oy.
Extend recognition of common phonograms and rhyming.
Observe double letters in medial and final positions.
Recognize contractions--two letter omissions.
Recognize and use suffix--est, y, ly--added to root words.
Recognize and use changing y to i before an ending.
Follow increasingly complex directions obtained through reading.
Read increasingly longer material with less guidance.
Form judgments and draw conclusions.

Level 8 - Easy Third Reader 3^1 Book

Review auditory and visual recognition of all consonants in all places.
Develop auditory and visual recognition of silent letters in kn, wr, and gh.
Develop recognition of three letter blends of str, spr, and thr.
Extend recognition in use of the variant sounds of vowels.
  Develop understanding of the following principles governing vowels:
    Changes in vowels when followed by r
    Changes in vowels in one syllable words lengthened by final e
    Silent vowels in words.
  Develop skill in recognizing common vowel digraphs, dipthongs, and the principles governing the sounds of the vowels in each combination such as:
    Silent vowels in ai, oa, ea
    Variant pronunciations of ai, ea, oo, ow, and qu,
    Pronunciations of eu, oi, and oy.
Continue recognition of compound and hyphenated words.
Continue to develop recognition and understanding of the meaning of the apostrophe when used to show
  Possession
  Omissions in contractions.
Develop ability to recognize syllables in a word and understand the principle that each syllable must have a vowel.
Develop an understanding of the uses of alphabetical order and arrange words in alphabetical order.
Understand plural form in changing f to v before adding es.
Continue development of skills needed to follow directions, detect details, answer questions, establish the main idea in story, establish sequence, draw conclusions, and form judgments.

Level 9 - Hard Third Reader 3^2 Book

Review auditory and visual recognition of all phonics developed in former levels.
Introduce silent letter in gn.
Call attention to the difference in pronunciation of letter s as s and z sound, and ed as "t."
Develop understanding of following principles governing vowel differences:
  Medial vowel usually short
  Vowel at end of one syllable word usually long
Begin to recognize irregular verb forms, including past tense formed by n and en.
Begin to recognize changes in form and meaning by prefixes a, be, un, re; suffixes y, ly, less, ful, and er.
Begin to recognize use of dictionary for syllabication, accentuation, and use of alphabetical order in the arrangement of words.

Level 9 - continued

Continue to develop awareness of syllabication; see each syllable as a vowel unit.

Begin to develop awareness of the use of the principles of syllabication as an aid to pronunciation of words:
  Vowel has long sound in open syllables
  Vowel has short sound in closed syllables
  See vowel digraph as one syllable
  Recognize phonograms in syllables
  Perceive final syllables ending in le

Begin to develop ability to divide words into syllables.
  With double and different medial consonants
  With single consonants between two vowels
  With prefixes and suffixes
  With ending le
  With vowel digraphs
  As parts of compound and hyphenated words

Begin to perceive the effect of accent or stress on syllables.

Continue development of skills needed to follow directions, detect details, answer questions, the main idea in story, establish sequence, draw conclusions, and make judgments.

Level 10 - Enrichment

(Each child is to have a "third grade" level dictionary.)

Develop ability to use dictionary for syllabication, accentuation, and the use of alphabetical order in the arrangement of words.

Continue to develop awareness of the use of the principles of syllabication as an aid to pronunciation of words
  Vowel has long sound in open syllables
  Vowel has short sound in closed syllables
  See vowel digraph as one syllable
  Recognize phonograms in syllables
  Perceive final syllables ending in "le"

Continue to develop ability to divide words into syllables
  With double and different medial consonants
  With single consonants between two vowels
  With prefixes and suffixes
  With the endings "le"
  With vowel digraphs
  As parts of compound and hypenated words

Continue to develop perception of the effect of accent or stress on syllables.

Read Ginn's Fun and Fancy third grade supplement book in a group situation; also such books as The Buttons Books, Jim Forest, and Cowboy Sam.

Discuss books read by pupils individually, and suggest other books which they may read.

Name

KING SCHOOL

Birth Date: Entry Date:

COUNTING

Rote Counting, 1-10

Rational Counting, 1-10

Reproduction, 1-10

Grouping, 1-4

Counting by 1's to 50; beyond as needed

Counting by 1's to 100; beyond as needed

Counting by 1's to 150; beyond as needed

Terms: "odd" and "even" as applied to numbers 1-10

Counting by 10's, 5's, to 50

Counting by 2's to 20

Counting by 1's to 200; beyond as needed

Counting by 10's, 5's, to 100

NUMBER CONCEPTS

Value and meaning of numbers 1-10

One to one relationship

Ordinals, first thru fourth

Relationship of numbers to 50 in and out of sequence

Arrange groups to 10

Concept of value of numbers to 50

Write numbers to 50 in and out of sequence

Ordinals, first thru fifth

Relationship 51 to 100 in and out of sequence

Concept of numbers 51 to 100

Write numbers 51 to 100 in and out of sequence

Relationship 101 to 150 in and out of sequence

Concept of numbers 101 to 150

Write numbers 101 to 150 in and out of sequence

Ordinals, first thru tenth

Relationship 151 to 200 in and out of sequence

Concept of numbers 151 to 200

Write numbers 151 to 200 in and out of sequence

Concept of Multiplication and Division

READING AND WRITING NUMBERS

Read and write words for numbers 1 to 5

Arrange sequential numbers in decades 1 to 50

Write numbers 51 to 100 in sequence, by decades

Read and write words for numbers for 6 thru [illegible] (clock)

Write numbers 101 to 150 in sequence, by decades

Name and use dollars and cents signs

Read and write from 1¢ to $2.

Read and write words for numbers 12 to 20

ADDITION

Experience through play the process of addition

Add: facts with sums through 6

Use plus sign

Add: facts with sums through 10

Add: one-place numbers to 3 addends, sums 10 or less

Comprehend quantities readily (10 is combination of group of 7 and group of 3)

Use column, missing number, and equation form

Add two 2-place numbers without carrying

Check by adding in opposite direction

SUBTRACTION

Experience through play the process of subtraction

Use subtraction facts with minuends through 6

Use minus sign

Relationship between addition and subtraction

Master subtraction facts, minuends through 10

Use column, missing numbers, and equation form

Subtract 2-place numbers; without borrowing

Check by addition

MEASUREMENT

Recognize cent, nickel, dime, quarter, half dollar

Relationship of penny-nickel

Clock: face and hands

Tell time by hour

Distinguish A.M., P.M.

Concept: today, tomorrow, and yesterday

Relationship: cent, nickel, dime

Make change from nickel

Clock: position of numerals

Name the days of the week

Find number of days until birthday or hiliday

Relationship: cent, nickel, dime, quarter

Make change from dime, 15¢, quarter

Number of hours in day; number of days in week and month

Telling date (month, day, year)

Names in sequence of months in year

COMMON FRACTIONS

Use concept of 1/2 of an object and group of objects

Use concept of 1/2, 1/4 of an object and group of objects

Use concept of 1/2, 1/3, 1/4 of an object and group of objects

MEASUREMENT - continued

Recognition and use of inch, foot, and yard

Make change from half dollar

Add money to total of dollar

Tell time to hour and half hour

Number of minutes between numerals on clock

Read and write time (5:30)

Read and write dates from calendar

Number of months in year

Recognize and use: cup, pint, quart, gallon, pound, dozen, degree

PROBLEM SOLVING

Estimate distance, size, space

Add and subtract in problems involving money, time, games, calendar, and toys

Decide number of things needed in a group

Decide on process to use in problem solving

Solve problems with 1-place addition or subtraction

Solve problems without use of writing

Solve problems related to foot rule, yardstick, pint, quart, calendar, money

Estimate time needed for activities; e.g., half hour, hour; compare with time actually used

Solve problems using addition and subtraction facts previously learned--identifying the process to be used

Mastering arithmetic vocabulary (refer to vocabulary list

CONTINUOUS

DEVELOPMENT

SYLLABUS

Franz Peter Schubert School
2727 North Long Avenue
Chicago, Illinois

1969 - 1970

Frank J. De Paul, Principal

Committee

Jean O'Brien, Chairman

Burns, Sheila
Fox, Mary
Jankowski, Rosaria
Lussem, Terry
Samuels, Linda
Schmitt, Linda
Sears, Esther

TABLE OF CONTENTS

	Pages
Level A (Grade - Kindergarten, Readiness)	1 - 6
Level B (Grade - Pre-Primer)	7 - 10
Level C (Grade - 1^1)	11 - 14
Level D (Grade - 1^2)	15 - 19
Level E (Grade - 2^1)	20 - 22
Level F (Grade - 2^2)	23 - 32
Level G (Grade - 3^1)	33 - 39
Level H (Grade - 3^2)	40 - 47

CONTINUOUS DEVELOPMENT GUIDELINES

LEVEL - READINESS A

I. EXPERIENTIAL BACKGROUND

Upon entering kindergarten a child should --

1. Know his full name. Not many know their addresses and telephone numbers.
2. Be toilet trained.
3. Know how to dress himself. (He probably will not be able to tie his shoelace. Some can tie knots; not many can tie bows. If a child can tie a bow, he usually cannot cope with one where he cannot see, such as tying a hood under his chin. Many children can button buttons, except for the top one, but many need help with zippers. Most can put on their boots by the time the need arises for them.)
4. Be able to recognize his own clothing.
5. Be able to sit and listen for short periods - 3 to 10 minutes.
6. Be able to follow simple directions.
7. Be able to recognize some colors; red, blue, yellow, green.
8. Possibly be able to count to 10.
9. Have had an examination by a doctor and a dentist and have had the proper forms filled out. If he was registered in the spring, this health history should be given to the teacher on the first day of school.
10. Should have established left or right hand dominance.

II. READINESS EXPERIENCES TO BE PROVIDED BY THE TEACHER

A. Physical Maturity

1. The teacher should watch for defects of vision, hearing, and speech. Make observations known to the principal and refer to the teacher-nurse.
2. Work to improve children's eye-hand coordination through use of manipulative devices:

   a. working with puzzles
   b. cutting with scissors
   c. painting with tempera
   d. building with blocks
   e. drawing with crayons
   f. playing with peg-boards
   g. There are a number of Creative Playthings that help to improve children's eye-hand coordination. They are put out by toy companies.

A. Physical Maturity (Continued)

3. Work to improve children's motor control through use of rhythmic activities.

   Participate in rhythmic movement:

   hopping
   running
   stretching
   twisting
   bouncing
   skipping
   sliding
   bending
   swinging
   galloping

   Learning songs with accompanying rhythmic movement:

   "Looby Loo"
   "Hokey Pokey"
   "Pop Goes the Weasel"
   "I'm a Little Teapot"
   "If You're Happy and You Know It Clap Your Hands"

   Learning rhythmic accompaniment with rhythm band instruments:

   triangles
   rhythm sticks
   sandblocks
   jingle sticks
   tomtoms
   finger cymbals
   tambourines
   claves
   melody bells
   castanets
   cymbals
   maracas
   drums
   rasps

   Participating in action games:

   "Follow the Leader"
   "Dodge Ball"
   "Squirrel and Nut"
   "Squirrel in the Trees"
   "Doggie and the Bone"
   "Teacher and the Class"
   "Skipping Tag"
   "Did You Ever See a Lassie?"
   "Duck, Duck, Goose"
   "Ring Toss"
   "Simon Says"

   There are many other games that can be devised by the teacher, such as throwing the ball into the waste basket, knocking down a stack of blocks with the ball. (Keep own scores, boys - girls)

B. Social Maturity

1. The child should learn to work effectively with others by sharing materials, helping others, being kind to others, taking turns, doing his share.
2. Should learn to solve simple problems, such as "What would be the best order in which to put on wraps?" "Where would be the best place to store a certain toy?"
3. Should participate in developing plans and accomplishing them, such as planning a story for the school newspaper or selecting material to be used in a scrap book or for a bulletin board.

II. READINESS EXPERIENCES TO BE PROVIDED BY THE TEACHER (Continued)

C. Emotional Maturity

1. The child should feel secure and accepted by the teacher and classmates.
2. Should be willing to share teachers' attention.
   - a. Draw out the shy and the aggressive.
3. Accept responsibility for keeping the room and his possessions in order.
   - a. Provide personal area
   - b. Select rotational housekeepers
4. Should be able to work independently or in groups - Developmental Growth

III. AUDITORY PERCEPTION SKILLS

A. The teacher should create interest in stories, books and poems by reading and telling a great variety of stories to the children; by reciting and having the children learn numerous poems; encourage dramatization of stories; stimulate discussion of the stories and poems; have the children listen for particular events in the story or certain words such as rhyming words (end of year)

1. Utilize finger plays

2. The teacher should use audiovisual aids to create interest in books and reading such as filmstrips, movies, opaque projectors, overhead projectors, television programs, radios, record players.

3. The teacher should plan group experiences to build oral vocabulary: taking part in assembly programs; attending assembly programs. "Show and Tell" activity; excursions throughout the building, the immediate neighborhood, or trips to places like museums, farms, or parks. (During Show and Tell classroom activity, the children tell:)

What is it?	What does it do?
What is it made of?	Where was it made? (They locate it on the map.)

B. As a result of these experiences the children should:

1. Develop skills for attentive listening.

   - a. Listen with active interest for increasingly longer periods of time.
   - b. Listen to acquire information (attendance - How many absent?)

III. AUDITORY PERCEPTION SKILLS (Continued)

- c. Listen for enjoyment.
- d. Recognize the need for listening.
- e. Listen to be able to follow instructions (workbooks).

2. Develop skills for critical listening.

   - a. Be able to discriminate among sounds.
   - b. Recognize rhyming words.
   - c. Discriminate between likenesses and differences of initial consonant sounds - which ones -
   - d. Become aware of differences between fact and fancy < true or pretend
     "Is this a true story or a pretend story?" Why?
   - e. Listen for specific things in the story.
   - f. Concentrate on and react to sounds.

IV. VISUAL DISCRIMINATION SKILLS

A. The children should recognize differences in size and shape of many familiar objects.

B. Use a variety of descriptive terms such as: smaller, larger, big, little, short, wide, long, round, square.

1. Recognize colors: red, blue, white, yellow, orange, green, purple, pink. Light and dark shades.

2. Recognize patterns made by repeating colors or shapes or both. (Observation)

3. Introduce use of visual material in workbooks later.

   - a. Classify objects such as: things to wear, things to eat, animals that belong in the zoo or the farm, etc.
   - b. Arrange pictures in proper sequence to tell a story.
   - c. Develop habit of working from left to right and from top to bottom.
   - d. Recognize the number of objects in a group.
   - e. Discover things that may be missing in a picture.

V. WORD PERCEPTION SKILLS

A. The child should have a good and growing oral vocabulary. He should be able to relate ideas in sequence; speak in sentences; pronounce all sounds clearly.

1. Sight Vocabulary

   - a. The numerals through 12 (precede telling time)

V. WORD PERCEPTION SKILLS (Continued)

b. Simple printed directions: sit, stand, run, names.
c. His own name and the names of some of the other children.
d. Words that have been introduced in readiness materials or activities as: Boys, girls, Zip, Nip, party, stop, possibly the names of some colors and numbers.

2. Structural Analysis

a. Discovering geometric shapes in letters and numerals (configuration)

b. Recognizing the number of syllables in a word by clapping the hands once for each syllable (auditory)

3. Phonetic Analysis

Learning the sounds on the Phonovisual Consonant Chart and recognizing words that start with those sounds, specifically p- wh- f- th- t- w- sh- ch- k- h- b- w- v- th- (this) d- z- j- g- m- n- qu- l- r- y- and one word ending sound -ng.

4. Comprehension Skills

Associate meaning with the printed page.

Labels on pictures; captions on bulletin boards; use of experience charts or compositions dictated by the children and written on the blackboard by the teacher; keeping a daily calendar; posting the names of the children who have certain jobs to do in the classroom; labelling pictures or objects with one's name and recognize a workbook by one's name on the cover; pointing out temperatures on the thermometer; arranging numerals in sequential order; matching groups of objects with the correct number symbol.

5. Interpretation Skills

Recognition by the children of activities or happenings in the visual materials that are similar to their own experiences;

Telling a story from a picture; or filmstrip promoting details.

V. WORD PERCEPTION SKILLS (Continued)

6. Study Skills

The children should know how to take care of a book.

1. Recognize the various parts of a book - the cover, the illustrations and the text. Learn to find the place.
2. Recognize the sequential numbering of the pages.
3. Become acquainted with a picture dictionary.
4. Obtain information from illustrations.
5. Be able to follow directions.
6. Associate meaning with maps and globes - recognizing U.S.A., the directions - north, south, west, east; Japan, the oceans; Chicago; some of the states.

7. Oral and Silent Reading Proficiency does not apply.

LEVEL B

I. AUDITORY PERCEPTION

A. Develop a sensitivity for identification of common sounds

1. school sounds
2. city sounds
3. animal sounds
4. nature's sounds
5. play sounds

B. React to common sounds

C. Recognize similar initial consonant sounds in words
b, s, f, t, m, c (hard), w, h, g (hard), p, l, d, j

from: recordings in riddle and games in poems
spoken word in picture words

D. Recognize different initial consonant sounds in words

E. Perceive ending consonants t, k, p, d.

F. Identify rhyming words... build own rhyming words

G. Training in How to Listen: (Must have a purpose)

1. to acquire information
2. to follow directions
3. to discern relationship between ideas
4. to distinguish between fact and fancy
5. to enjoy and appreciate
   storytime poetry records rhythms
   dramatizations tape records of group

H. Establish standards for listening

1. teacher signal
2. vocal directions
3. courtesy to others
4. sit quietly
5. hands, feet still
6. keep eyes on speaker

I. Develop good listening habits

1. listen carefully
2. think about what's being said
3. listen for answers to questions
4. react to what is said

J. Develop ability to communicate orally

1. speak clearly....produce consonant sounds

I. AUDITORY PERCEPTION (Continued)

2. be conscious of volume
3. teacher....resource person....model
4. utilize variety of medias

    a. word blocking - tracing

III. WORD PERCEPTION SKILLS

A. Build a Sight Vocabulary

1. Begin with color words green, blue, red, yellow
   number words...one two three four five
2. Label nouns in room. Label directional words.
   Label monthly calendar...days, weather words.
3. Develop picture dictionaries.
4. Vocabulary word card games.
5. Use configuration clues
   pattern (length, height, width)

   elephant come boy with

B. Use contextural clues

1. Use logical sequence as guide
2. Use familiar words to convey concept
3. Use pictures to convey meanings

C. Discriminate between similar words...draw attention to internal differences man men

D. Build structural analysis concept

1. Recognize inflectional endings "s" "ed" "ing"
   add to familiar words, ie. walk
2. Build compound words
    a. use only words in their reading vocabulary
       can not in to to day
3. Form noun plurals by adding "s"

E. Build phonetic analysis

1. Combine auditory and visual discrimination
    a. identify initial consonant sounds
    b. substitute initial consonant sounds to unlock
       new words boy toy soy fin win sin
    c. substitute final consonant sound to unlock
       new words can cat cab cap call
2. Recognize wh, th, initial consonant diagraph
3. Utilize word analysis skills

III. WORD PERCEPTION SKILLS (Continued)

- combine context with phonetic clues as a check for meaning to attack new words

IV. COMPREHENSION SKILLS

A. Begin with experience charts (transitional bridge).

B. Use child's oral language to build meaningful concepts and build a basic reading vocabulary.

C. Unlock new words using phonetic or structural analysis techniques.

D. Use context clues

encourage educated guesses..discourage wild guesses

E. Practice in phrase reading.
F. Encourage use of complete sentences orally and in writing.
G. Develop a sentence sense in reading.
H. Help child become conscious of thought, theme of story.
I. Arrange events in sequential order.

V. DEVELOP INTERPRETATION SKILLS

A. Use films, pictures, filmstrips to help child relate his personal experiences to what he sees.
B. Analyze pictures to make child aware of emotions, mood sad, happy, fear, tired, puzzled, surprised.
C. Recognize emotions based on action of characters.
D. Provide experiences to develop relationship between ideas.
E. Form sensory images based on personal experiences.

VI. DEVELOP STUDY SKILLS

A. How to hold a book.
B. How to open a book, turn the pages.
C. Know parts of a book -ie. front, back, top, bottom, cover, sides
D. Location of page numbers, title of story.
E. How to use a picture dictionary
F. How to obtain information from illustrations, maps, globes.

requires special vocabulary words.

G. Left to right orientation

VII. ORAL AND SILENT READING

A. Recognize conversational parts of story

B. Read with expression

LEVEL C

I. EXPERIENTIAL BACKGROUND

A. Determine students have successfully completed Levels A and B.

B. Interest them in Reading.

Further develop library program in room.

C. Develop Oral Vocabulary.

Continue group activities which will help build oral vocabulary and enrich child's background.

a. Dramatize stories and poems.
b. Participate in assembly programs.
c. Take trips to places of interest.
d. Listen to stories, poems, records, etc.
e. Take part in class discussions.

D. Make Experience Chart Stories.

II. AUDITORY PERCEPTION SKILLS

A. Identify all consonant sounds and associate each sound with the letter it represents.

B. Identify end consonant sound and know letter.

1. D N M F B P G T R K Ck

C. Develop listening skills.

1. Hear beginning and end consonants.

D. Develop ability to form sensory images (someone sounds frightened, a sad girl, a loud noise).

E. Reinforce consonant digraphs - wh, ch, th, sh.

III. VISUAL DISCRIMINATION SKILLS

A. Develop observation of visual details

1. Configuration Clues
2. Scruting of letter forms H, M, N, P, B, D and lower case letters
3. Identify specific letters in words.

LEVEL C (Continued)

B. Combine letter clues with Meaning Clues to identify words as d,-g   b-- d   etc.

C. Identify words in capitalized and initial letter form (all alphabet)

D. Visualize imagery of words.

E. Reinforce competence in identification of words that are similar in appearance.

F. Develop ability to distinguish between words that are similar in forms as there - three, yes - you, that - thank, eat - out.

G. Know Alphabet by name, not in order.

IV. WORD PERCEPTION SKILLS

A. Sight Vocabulary

1. Mastery of 101 New Words in Primer - Scott Foresman.
2. Reinforcement of 75 words in Pre Primer.
3. Encourage extension of vocabulary through use of library books.
4. Evaluation
    a. Completion of Scott Foresman Standardized Test
    b. Vocabulary tests in basic work book.

B. Structural Analysis

1. Use meaning clues to identify word.
2. Use phonetic clues.
3. Use combination of meaning and phonetic clues.
4. Use context clues to identify words.
5. Use combination of context and phonetic clues.
6. Recognition of common word endings (ed, ing, s, and 's).
7. Recognize compound words made of two known root words.... as something - into dog house
8. Identify new words by consonant substitution.
9. Combine letter clues with meaning clues to infer words as d - g, b - d, h - n.
10. Identify possessive form of names.
11. Identify verbs to which ed or ing has been added.
12. Identify words to which s has been added.
13. Recognize simple declarative, interrogative and exclamatory sentences.
14. Recognize contractions.. can't, let's, don't.

LEVEL C (Continued)

E. Phonetic Skill Analysis

1. Recognition of all initial consonants
2. Recognition of digraphs, ch, sh, th, wh.
3. Recognition of all final consonants, d, n. m.
4. Recognition of all middle consonants r n m g d s b p r
5. Auditory and visual perception of rhyme.
6. Substitution of initial consonants and ch-wh, th, and sh.
7. Identification of pronoun referents - Me, I, You, We, It, They, Them, This, He, Him, She, Her.
8. Combine phonetic clues with context clues to infer words.

V. COMPREHENSION SKILLS

A. Understand meaning of vocabulary.
B. Have ability to find answers to specific questions.
C. Have ability to answer questions of Who, What, When, Where, Why.
D. Have ability to tell story in sequence.
E. Have ability to remember details of story.
F. Understand different meanings a word can have in different contexts.
G. Understand pronoun referents. They, I, You, We, He, She, Her, Him, Us, That, This, Them.
H. Recognize improbable statements.
I. Can predict outcome.
J. Can note cause and effect relationships.
K. Use total sentence to determine word.

VI. INTERPRETATION SKILLS

A. Can interpret story orally.
B. Can link story to personal experience.
C. Can recall elements of humor.
D. Can make judgments in terms of story outcome.
E. Can visualize action implied.
F. Can recognize interest of characters.
G. Can identify particular problem in story.
H. Can recognize mood of characters.
I. Ability to sense spirit of story in silent reading and express it in oral reading.
J. Ability to recognize emotional reactions.
K. Ability to realize that actions are organized and goal directed.
L. Interpret time clues and sequence of action.
M. Can draw conclusions and make inferences.
N. Develop understanding of cause and effect relationships.

LEVEL C (Continued)

VII. STUDY SKILLS

A. Use sequence of events as an aid to memory.
B. Use classification as, what we did, what we do; people, animals, things, colors, etc.
C. Are aware of present and past tense forms. (what we do, what we did) run-ran, look-looked.
D. Know period, comma, question mark, exclamation mark, and apostrophe.

VIII. ORAL AND SILENT READING PROFICIENCY

A. Read orally with expression, in phrases and without undue hesitation.
B. Read silently to find the answers to questions.
C. Read for enjoyment.

LEVEL D

I. EXPERIENTIAL BACKGROUND

A. Children shall have successfully completed levels A, B, and C.

B. Upon beginning this level a child shall have been exposed to the following:

1. Three pre-primers: Now We Read, Fun with the Family, Fun Wherever We Are.

   Supplement to pre-primers: Guess Who

   Primer: Fun With Our Friends

2. Recognize all consonant letters by their sounds and be able to identify words and pictures containing these consonant sounds, as well as write the letter representing the sound. This includes all consonants "b to z" as well as "sh, wh, th, ch, 'ng."

3. Shall have been exposed to library program, ie. class library, show and tell periods, seatwork periods, experience charts, purposeful activity periods, creative resourcefulness in art activities, handling of equipment, dramatization of stories and poems, field trips, taking part in discussions, listening to records, stories, poems.

II. AUDITORY PERCEPTION SKILLS

A. The teacher should provide the basis for acknowledgment of and accepting the need for standards for listening.

1. Promote courteous listening by discussing the need to obtain directions, to become knowledgeable about subjects, the need to be courteous toward one another, the need to react correctly.

2. The teacher prepares children to become part of a good audience by discussing:
   How to listen attentively to a program.
   How to sit in a chair properly.
   What is wrong with conversation when you should be listening.

B. The teacher should continue to develop skills for attentive listening by utilizing the following:

1. Teacher should hold attention of the class by providing material at the interest and level of maturity of the children.

2. Teacher should prepare children for what they are going to hear and for what use they are to make of the information, thereby, setting the stage and getting them into a listening mood.
   Teacher should allow time for questions, clarifying ideas children do not understand.

3. Teacher should strengthen listening skills by utilization of following oral directions in making a gift, etc. (short - brief)

C. Teacher should provide activities so children derive enjoyment from auditory experience, ie. through the reading of a descriptive poem, the use of radio broadcasts, records, films, and assembly programs.

D. Teacher should develop skills for critical listening:

1. Children discriminate among sounds - tapping on a piano, tapping a pencil, tapping on a triangle, pattern tapping, listening to record, "Sounds Around Us," listening for sounds heard outside and inside.

III. VISUAL DISCRIMINATION SKILLS

A. Have children consider: length of words, height of words, vertical difference of words.

B. Provide opportunities to identify words starting with the same or different sounds.

C. Learn essential skills presented in (Scott-Foresman) basic reading series: silent reading, oral reading with expression, develop speaking and reading vocabulary.

IV. WORD PERCEPTION SKILLS

A. Sight Vocabulary

1. Build sight vocabulary through: configuration clues, context clues, picture dictionary, experience charts. Note: There are 153 new words at this level (D) and 44 new forms of known words.

LEVEL D (Continued)

Continue to use 176 words introduced at previous levels. Discontinue "pointing when reading" and gradually discontinue use of marker for reading except where absolutely necessary.
Level "D" Basic 220 words mastered.

B. Structural Analysis

1. Compound words: Also identify parts of known compounds and compounds made of two root words.

2. Review "s" inflections, possessive form of names, verbs ending with "ed" or "ing" learned in primer.

3. Associate one consonant sound with double consonant letters at the end of a word (tell- miss) and with two letter symbols (wh, ch, th, sh, -ng)

4. Blends - introduce two-letter "s, l, or r" (sp, cl, gr)

5. Learn to substitute consonant blends at the beginning or at the end of a word to form a new word in context.

6. Learn what a root word is, have repeated practice with "s, ed, and ing" endings.

7. Begin to understand the structural change made by the addition of "er" to adjectives and adverbs.

8. By the end of this level, begin to combine phonetic and structural analysis to identify unfamiliar words. Rely less on configuration.

C. Phonetic Analysis

1. Constant consonant review.

2. Introduce vowels: a, e, i, o, u, (long and short vowel sounds interchangeably)

3. Substitute initial and final consonants in attacking new words, "to top - Tom - ton"

4. Review common word endings: an, and, at, ay, ear, ing, it, ow, ump, ed.

5. Continue working with consonant digraphs: ch, wh, th, wh.

LEVEL D (Continued)

6. Child should be able to read and print simple words using consonants and vowels learned.

7. Child should be able to write simple three or four sentence story.

V. COMPREHENSION SKILLS

A. Associate meaning with printed page.

B. Acquire basic vocabulary and add to vocabulary by learning to unlock new words through techniques of phonetic and structural analysis.

C. Understand meaning of simple phrases.

D. Understand meaning of simple sentences.

E. Comprehend theme of simple story: state "main idea" in own words.

VI. INTERPRETATION SKILLS

A. Recognize personal experiences in visual materials.

B. Recognize emotions expressed by behavior of characters.

C. Become aware of relationships of idea; "because" "if".

D. Form sensory images based on personal experiences.

E. Discover meanings beyond literal facts of selection.

F. Begin to make judgments and draw conclusions.

VII. STUDY SKILLS

A. Review parts of a book.

B. Encourage children to: hold book correctly, and at right distance from eyes; open book correctly, scan pages carefully, ie. scan titles, pictures, familiar stories, and page numbers; study pictures for clues to content of story; become proficient in use of table of contents; continue use of picture dictionary; understand purposes of library, application for library card, etc.;
-read variety of materials for supplementary information in science, Social Studies;
-perceive main ideas and sequence in stories, problems, and written directions.

LEVEL D (Continued)

- continue mastery of map skills, play games of location, make room floor map, be introduced to concepts N.E. - S.E. - S.W.
- locate objects in the classroom by true directions,
- introduce idea of sun rising in east and setting in west,
- know that a map represents something and that when we hang maps up, north will usually be at the top.

VIII. ORAL AND SILENT READING PROFICIENCY SKILLS

A. Promote good expressive oral reading..."read it like Jane would say it"

B. Use silent reading for specific purpose...for enjoyment; find answers to questions which force children to make inferences... why, who, how

LEVEL E

I. EXPERIENTIAL BACKGROUND

Know name, phone number. Say them clearly.

1. Know how to call fire or police department in emergency, giving necessary information.
2. Get group experience - field house activities, trips, acquaintance with school building, excursions around school neighborhood.
3. Science. (Care of plants)
4. Participate in show and tell, assembly programs.
5. Appreciate assembly programs as an audience.
6. Listen to stories and poems.

II. AUDITORY PERCEPTION

Recognition of need for listening (concept of listening).

1. Recognize responsibility of Speaker and Listener (positive attitude toward courteous listening).
2. Accept need for standards of listening.
3. Listen with interest for longer period of time.
4. Listen to get information.
5. Listen for relationship among ideas.
6. Get enjoyment from auditory experience (music).
7. Gain sensitivity to feelings of other. Share thrills with others, react.
8. Discriminate among sounds (skills in listening).
9. Concentrate and react to sounds.
   (Become aware of differences between fact and fancy.)

III. VISUAL DISCRIMINATION SKILLS

Sight vocabulary.

Analyze shape and size of word.

IV. WORD PERCEPTION SKILLS - DOLCH

A. Acquire visual and auditory discrimination.

1. Visual. Discriminate size, shape.
   Describe with variety of terms.
    a. Know colors, numbers (and order) - ordinal - cardinal.
    b. Discriminate likenesses and differences of initial sounds, n b d, etc.

LEVEL E (Continued)

c. Work jigsaw puzzles.
d. Work games with pictures.
e. Follow a chart from left to right, top to bottom.

2. Auditory

a. Listen to and interpret music.
b. Likeness and differences of sounds of things - also initial sounds of words.
c. Echo - game - melody or notes.
d. Recognize voices.
e. Practice in making notation of rhyming words. Hear and produce in writing.

3. Sight vocabulary as III. A, then recognize words with common endings and compound words.

B. Comprehension Skills

1. Associate meaning with printed page, label pictures, daily date changes, etc.
2. Match number symbols (words and digits) 11-200 with sets of objects.   0 0 0 0   4 balls
3. In other subjects make pictures to help with comprehension. Extension of skill is to be used in content areas.

C. Interpretation Skills (Ability to understand and react)

1. Recognize personal experience in visual materials. (Weekly Readers) Then children discuss.
2. Recognize emotions expressed by behavior of characters.
3. Become aware of relationship of ideas.

D. Study Skills (Informal)

1. Give a question. Have children locate answer within a limited area.
2. Care and handling of books.
3. Acquaint with picture dictionary. Find word in part of dictionary corresponding to place of initial letter in the alphabet sequence - beginning, middle, end, other refinements necessary. Child should be able to alphabetize to the 2nd letter.
4. Obtain information from pictures.
5. Associate meaning with symbols on maps, charts, and globes.

LEVEL E (Continued)

E. Oral and Silent Reading Proficiency

1. Read with a fairly smooth consistency.
2. Reread when stumbling over word or words so as to get idea intact.
3. Silent reading proficiency checked by asking questions on stories or material read.
4. Teach children to go back over material if not aware of answer.
5. Reading tests used to check silent reading.

F. What Teachers Expect at Level.

Guidelines

a. Experiential Background
b. Auditory Perception
c. Visual Discrimination
d. Word Perception skills. Basic number words needed. Spelling fits in.
    (sight vocabulary)
    (structural analysis)
    (phonetic analysis)
e. Comprehension skills
f. Interpretation skills
g. Study skills (informal). Give a question - look for answer.
h. Oral and silent reading proficiency.

LEVEL F

I. EXPERIENTIAL BACKGROUND

A. Has learned about the world in which he lives (community circle).
B. Has learned about mechanical devices.
C. Has had experience in problem solving.
D. Has experience in recognizing cause-effect relationships.
E. Has had experience in pondering values and standards of conduct.
F. Has an understanding of the written paragraph.
G. Is able to describe emotion.
H. Has learned phonetic analysis of vowel letters.
I. Can associate sounds and meanings of the spoken word with the printed word.
J. Recognizes spoken word - writes symbols for sounds he hears.
K. Recognizes all vowel and consonant letters.
L. Knows the sounds of all consonant letters.
M. Knows the letters c, s, th, and g have two sounds.

II. AUDITORY PERCEPTION SKILLS

A. Learns to associate "v" sound with the letter;
"v" is usually followed by silent "e" at the end of a word.
B. Learns "qu" commonly represents the "kw" sound (quick)
C. Learns the letters "squ" commonly represent the "skw" sound (squawk).
D. Learns the letter "x" commonly represents the "kx" sound (box).
E. Learns consonant letters may represent more than one sound.
F. Learns "c" may represent the "s" sound as well as the "k" sound (ice, corn).
G. Learns "g" may represent the "j" sound as well as the "g" sound (large - get).
H. Learns same consonant sounds may be represented by different spellings; as they discuss groups of words that illustrate various spellings for a given sound (fun, puff, laugh, telephone).

III. VISUAL DISCRIMINATION SKILLS

A. Extends understanding that a consonant letter may represent no sound in printed words - write, answer, John, listen, thumb.

B. Learns to associate vowel sounds with the following letters and letter combinations: irregulars

LEVEL F (Continued)

ou as in out
ow as in how and show
oi as in oil
oy as in boy
ew as in grew

u as in put
us as in rule
au as in haul
oo as in boot - book
ue as in blue

C. Learns that the same vowel letter may represent more than one sound--book, boot; how, show; out, put; use, rule; eat, head; bear, near, learn, etc.

D. Learns that different vowel letters may represent the same vowel sound--waw, haul, thought; boot, grew, blue, rule; book, put; oil, boy; out, how.

E. Learns the effect of "r" on visual clues to vowel sounds; "r" in care, store, chair, bear, hear, learn, deer, roar.

F. Learns that visual clue to vowel sounds - two vowels go walking, the first does the talking and the second is silent; learn the visual clue to vowel sounds-- two vowels in a word separated by a consonant, the second vowel being an "e" the first vowel says its long name and the "e" is silent; boat, side.

IV. WORD PERCEPTION SKILLS

A. Sight Vocabulary

1. Approximately 1,000 words including words with spelling changes occurring before an ending or suffix.

2. Words made by adding or dropping the endings es, er, est of comparison; the suffix or as an agent; farm - farmer "y" with or without root changes occurring are learned.

3. Use of context clues; use of context clues is enlarged to include picture clues and any reading activity which involves an active attack on words with emphasis upon meaning of the whole sentence or paragraph in which the words are imbedded. The children will gain experience in using the following context clues.

   a. Definition: The unknown word is defined.
   "The long climb had made Jack hungry.
   So he went to the castle to ask for food."

b. Experience: The unknown word is predictable from the child's life experience. Soon Able had planted the last seed in the very last hill."
c. Comparison: Contrast in meaning gives a clue to the unknown word. "The little woman missed the noises of the big city...It was very quiet on the farm."
d. Synonym: The clue is known synonym for the unknown word. "Mary and Jerry liked to ride in the little caboose. The caboose was the last car on the train."
e. Familiar Expression or Language Experience: This clue requires an acquaintance with everyday expressions. "The big house was gentle as a lamb."
f. Summary: The unknown word sums up the ideas that precede it. "From the grandstand, Bob saw the riders line up. He watched cowboys rope and ride wild horses. He laughed at the cowboy clown. Bob thought the rodeo was great fun."
g. Reflection of a Mood or Situation: The unknown word fits a situation or mood already established. "There were no sheepskins on which to sit. There was a furnace, but no fireplace. There were chairs and tables. The place was not like home. Everyone was very kind, but Blue Cornflower was homesick."

B. STRUCTURAL ANALYSIS

1. Verb Variants - Plural Forms

a. Learns inflected and derived forms of known roots made by adding the endings.- s, -es, -'s,-ed,-ing,-er,-est of comparison --en(n) as in boys, catches, Sally's wanted, going, smaller, smallest, eaten.

b. Learns known root words in inflected forms (root, word help in helps, helped and helping) derived forms (root word help in helper, helpful)

c. Learns inflected or derived forms in which the final consonant of the root word is doubled (running, sunny)

d. Learns inflected or derived forms in which the final "e" is dropped (taking, stony)

e. Learns the inflected forms in which the final "y" is changed to "i" before the suffix is added (family-families)

LEVEL F (Continued)

2. Compound Words

   a. Learns to identify unfamiliar root words in inflected derived or compound forms.

   b. Learns known root words in compound words- down in downtown; tool in toolhouse.

3. Hyphenated Words - Contractions

   a. Learns contractions with one or more letters omitted (let's, I'll, I'd, I've)

   b. Learns to recognize the hyphen in words. Learns that the hyphen separates two whole words; rain-maker, good-by, hoppity-hop, bow-wow.

4. Prefixes

   a. Learns the prefix "un" meaning to do again (review, return)

   b. Learns the prefix "un" meaning not or the opposite of (unhappy, untie)

   c. Learns prefix "re" meaning to do again (review, return)

5. Suffixes

   a. (See verb variants)

   b. Learn the suffixes or as an agent -y, -ly, -ful, -ish, -en, as in farmer, windy, friendly, quickly, careful, mouthful, foolish, darken.

   c. Learns to use spelling patterns that function as clues to vowel sounds of one syllable roots in inflected or derived forms.

   d. Learns that two consonants after the first vowel letter and before the ending or suffix as in stopping, hopping, starry is a clue to short vowel sounds.

   e. Learns that one consonant letter after the first vowel and before the ending or suffix is a clue to a long vowel sound as in skating, scary.

C. PHONETIC ANALYSIS

1. Consonant blends - recognize and give the correct sounds of the blends such as fr, gr, tr, br, cl, sl.

2. Recognize and give the correct sounds of digraphs ch, th, sh, wh.

3. Recognize and know the hard and soft "g" and "o"

4. Learns that the second of two consonants (same) at the end of a word or syllable is silent.

5. Learns that the c in ck is silent, the k in kn is silent, the gh after i or u as in high, through is silent.

6. Introduce the fundamental principles of syllabication.

   a. Children learn to listen for the parts of words; "almost" has two parts--those parts are called syllables (use many examples until children have mastered it) clapping.

   b. Every syllable has a vowel sound.

   c. Syllables in two syllable words such as we hear in the compound word "inside" --have two syllables even though we see three vowels--syllables are determined by the number of vowel sounds we hear.

   d. Certain endings add extra syllables to words.

   jump-jumping   fix-fixing   slow-slowly
   eat-eaten   big-biggest

7. Learns that only one vowel in a word followed by one or more consonants makes the short sound (at, met, much, top) unless it is "r" controlled (bird - hard).

8. Learns that if the only vowel letter in a word is "a" followed by "l" or "w" the "a" has the sound of all-saw.

9. Learns that if the only vowel letter in a word is at the end it stands for the long sound (he, she, go)

10. Learns that two vowels together in a word have the long sound of the first vowel, the second vowel is silent (boat, sail)

LEVEL F (Continued)

11. Learns that if there are two vowel letters in a word, one of which is a final "e" preceded by a single consonant letter, the first vowel letter is long; the final "e" is silent (cake-name).

12. If the only vowel letter in a word is "i" followed by the letters "gh" the "i" is long the "gh" is silent.

13. If the first vowel letter in a word is followed by two consonants and a final "e" the first vowel letter is usually short in sound. (else-bridge)

14. Learns that if the letter "r" appears as a clue to a vowel sound the vowel may be "r" controlled (ears, stairs, store, rear, large)

15. Learns that the letter "a" followed by one or more consonants other than "r") and preceded by the letter "w" does not usually stand for the short "a" sound want - wash

V. COMPREHENSION SKILLS

A. Classification

1. Continues to classify words by sounds, forms, meaning, and function; action words, names, descriptive words, etc. Children can put words into categories such as animals, clothes, plants, people, and buildings. Multiple choice fill in the blank sentences, too.

2. Learns that the function of a word may change when a suffix is added - help - helper.

B. Locating Relevant Information

1. The ability to locate relevant information is basic to the development of study skills in all curriculum areas.

2. Use books as sources of information, particularly in connection with social studies and science projects. Use Library, People as resource.

3. Be able to answer true and false questions based on reading always - most -
never - few -

C. UNDERSTANDING FIGURATIVE LANGUAGE

1. Children learn to understand that vivid comparisons help us to describe and understand objects.

2. Express relationships between things.

3. Similes based on color and simple shapes are easy for children to see. (The children need not be concerned with the terms, simile, and metaphor. They can readily grasp the idea of comparison unlike objects with a single common relationship.)

   EXAMPLES: Spaghetti is like string.
   An orange is like a baseball.
   A piece of paper is like snow.

D. DICTIONARY SKILLS

1. Provide a readiness dictionary to enrich the basic vocabulary. Follow up of picture dictionary.

2. Learns a readiness for using the dictionary - alphabetical order, first letter and second letters.

3. Learns and gains an understanding that the printed word may represent more than one word meaning.

4. Learns to use context clues to select appropriate meanings.

5. Learns to identify root words in inflected and derived forms.

E. BOOK ORGANIZATION

1. Use of the table of contents. Match chapter headings with pages.

2. Observes organization of text books and library books.

F. UNDERSTANDING OF THE WRITTEN STORY

1. Recognizes meaning of phrases in reading presentation of simple phrases which children can interpret.

2. Specific information from simple, interrogative, and complex sentences learns to illustrate the written words in picture forms, noting color, size, shape, etc. of familiar objects.

LEVEL F (Continued)

3. Learns to identify main ideas from simple paragraphs.

4. Learns to make logical conclusions from written material:

   You are at home and want something to eat.

   Where would you go? _____________ You want to buy a dog. Where would you go? _____________ You want to buy some bread and cake. Where would you go? _____________

   WHAT WAS A GOOD IDEA?

   Jerry was the new boy. He had no one to play with. He saw some boys playing ball in the street. They had a ball, but they didn't have a bat. Jerry had a good idea.

   1. Jerry went to the boys and said, "If you don't let me play, I'll fight."

   2. Jerry went to the boys and said, "I have a bat, and we can use it."

5. Learns to relate subordinate ideas to the theme of a story.

VI. INTERPRETATION SKILLS

1. Recognizes emotions expressed by behavior of characters.

2. Becomes aware of relationships of ideas.

3. Discovers meanings beyond literal facts of selections.

4. Begins to make judgments and draw conclusions.

5. Identify mood or tone of stories and poems appropriate to levels of reading and maturity.

6. Grasping main idea of a story.

7. Notes and recalls details and perceives their relationship for the purpose of:

   a. Identifying story problem
   b. Making inferences
   c. Grasping main idea
   d. Anticipation of action or outcome

LEVEL F (Continued)

  - e. Making judgments
  - f. Drawing conclusions
  - g. Comparing and contrasting
  - h. Locating specific information
  - i. Forming an opinion
  - j. Generalizing, summarizing - oral

8. Perceiving relationships - analogous, cause-effect, general-specific, class, sequence, time, place, or space and size.-oral

9. Learns to form sensory images; visual and auditory. (Tactile and Kinesthetic for additional reinforcement.)

10. Identifying figurative, idiomatic and picturesque language.

11. Recognizing plot structure.

12. Sensing emotional reaction and infer character motive.

13. Learning to link story to personal experience and applying ideas gained through reading.

VII. STUDY SKILLS

1. Encouragement of reading of longer books outside of class...Library, room library...

2. Reading of non-fictional books to find out how to make something or do something or to find out about something. (Dr. Seuss)

3. Reading for specific purposes.

4. Skill in locating specific information.
   - a. Skill in using the table of contents.
   - b. Skill in using the picture dictionary and/or glossary.
   - c. Skill in using pictures.
   - d. Skill in using pictures, maps (distance), graphs (bar, picture), charts, and tables.

5. Ability to select and evaluate information.
   - a. Ability to select suitable sources of information.
   - b. Ability to distinguish between relevant and irrelevant.
   - c. Ability to recognize the difference between fact and opinion
   - d. Ability to judge the validity of one's information.
   - e. Ability to judge the adequacy of one's information.

LEVEL F (Continued)

6. Ability to adjust the speed of reading to one's purpose and to the nature of the material.

7. Skill in using information

   a. Skill in following directions.
   b. Skill in mental organization.
   c. Skill in classification.
   d. Skill in simple sequential outlining.
   e. Skill in oral summarizing.

8. Ability to comprehend and organize what is read.

   a. Ability to find the main idea.
   b. Ability to see the sequence of ideas.
   c. Ability to find details.
   d. Ability to draw conclusions, see relationships, and make inferences.

9. Ability to remember what is read.

   a. Ability to use memory aids:

      association
      sensory images
      sequence
      cause-effect relationships
      size-relationships
      organization of ideas

   b. Ability to select facts to be remembered:

      color

      places - when

      why

      where

10. Develop ability to follow printed directions.

LEVEL G

I. EXPERIENTIAL BACKGROUND

A. Children should be able to:

1. Perceive the sounds of our language.
2. Associate meanings with spoken words.
3. Follow a left to right visual progression.
4. Associate sound with printed words and parts of words.
5. Associate consonant and vowel sounds with letters that commonly represent them in printed words.
6. Use knowledge of the consonant and vowel sounds to unlock new words (Silent Consonants)
7. Use knowledge of structural analysis to determine pronunciation.
8. Use context clues to determine word meanings.
9. Identify root words in inflected and derived forms.
10. Put words in alphabetical sequence by first two letters.

B. Children shall have successfully completed levels A, B, C, D, E, and F.

II. AUDITORY PERCEPTION

A. Listening is stressed informally by encouraging children to listen to:

1. Each other (questions, answers, experiences, etc.)
2. Teachers (knowledge, questions, directions, etc.)
3. Assembly programs.
4. Instructional supplementary television programs.
5. Records.
6. Stories.
7. Poems.

B. Listening is taught formally by having children listen for specific purposes:

1. To distinguish mood and emotions.
2. To distinguish types of sounds or musical patterns.
3. To form mental pictures - poetry, adj.- colorful phrases.
4. To answer questions.
5. To tell stories in own words in logical order.

C. Auditory perception is stressed in the G level basic reader by having children:

1. Listen to and discriminate between syllables in multisyllable words.

2. Listen for and discriminate between the accented and unaccented syllables in two syllable words.

3. Listen to and discriminate between the schwa sound and other vowel sounds.

III. VISUAL DISCRIMINATION

Cursive letter forms are taught at this level. The child must be able to discriminate between all of the cursive letters and be able to link them to their individual manuscript forms. He must be able to read and write words written in the cursive form.

Kinesthetic - tactile

IV. WORD PERCEPTION SKILLS

A. Sight Vocabulary

1. Mastery of 220 Dolch Words.
2. Mastery of 95 Common Nouns.
3. Mastery of Basic Vocabulary.
    - a. By the time the child has completed the G level, he should be able to read most of the words in the basic readers levels A-G at a fairly rapid speed.

B. Phonetic Analysis

1. Introduction of the schwa sound upside down G "ah"
    - a. It is often found in an unaccented syllable.
    - b. It can stand for any of the five main vowels:

a in about	i in April
e in taken	o in lemon
u in circus	

2. Vowel-consonant spelling patterns that function as clues to vowel sounds in accented syllables in two syllable words are stressed.
    - a. In the accented syllable, a vowel followed by one consonant is long. Ex. pa per
    - b. In the accented syllable, a vowel followed by two consonants is short. Ex. hap pen

c. In the accented syllable, when a vowel is followed by "r", the "r" determines the vowel sound. Ex. mar ket

d. In the two syllable word that ends in "le" the "le" does not affect the vowel sound in the accented syllable. Ex. a ble.

3. A two syllable word may be accented on the second syllable.

   a. If the child accents the first syllable of a two syllable word and the word does not sound right, he learns that he must try accenting the second syllable. Example: re ply; pre tend; re turn.

4. The use of the Dictionary Pronunciation Key is introduced.

   a. A child learns how to look up a word in the dictionary to find out how it is pronounced. He learns how to read the diacritical markings and how to pronounce them. He learns incidentally that some multi-syllable words have more than one accent. They have primary and secondary accents. Example: en/ gi neer/

C. Structural Analysis

1. Review knowledge of root word, suffix, prefix, plural, singular, compound, contractions and possessives.
2. Introduce prefixes; im, dis, un, and a.
3. Introduce suffixes; ment, ness, less and ous.
4. Stress identifying root words in inflected, derived and compounded forms.
5. Syllables are a major area of stress.

   a. Understanding of what a syllable is: There must be a vowel sound in every syllable; for every vowel sound, there is another syllable.

   b. Identification of accented syllable in two syllable words.

c. Syllable division

(1) Divide syllables between two successive consonants which are between two vowel sounds. Example: sig nal; hel lo
vc cv pattern

(2) Divide syllables between the first vowel and consonant when the pattern is vowel-consonant-vowel. Example: ba by; pi lot; o ver v cv pattern

(3) Divide a word that ends in "le" before the preceding consonant. Example: jun gle; ta ble

V. COMPREHENSION SKILLS

A. Grasping the meaning of a word in context.

B. Grasping the meaning of a phrase in context including figures of speech and proverbs.

C. Grasping the meaning of a sentence.

D. Grasping the main idea of a paragraph.

E. Grasping the main idea of a story or article.

F. Identifying the story problem and its solution. (What, How)

G. Ability to organize and summarize ideas orally.

H. Ability to retell a story or article in own words. Emphasis on factual reporting - correlate with Weekly Reader and Newspaper.

VI. INTERPRETATION SKILLS

A. Making or checking inferences.

B. Grasping implied ideas (Author's purpose)

C. Anticipating action or outcome - how what.

D. Making judgments (Good, bad, realistic)

E. Drawing conclusions.

F. Comparing and contrasting.

G. Form or verify an opinion, or prove a point by locating specific information.

LEVEL G (Continued)

H. Generalizing.

I. Perceiving relationships; cause-effect, general-specific, etc.

J. Forming sensory images (poetry, mental pictures)

K. Sensing emotional reactions and inferring motives of story characters.

L. Evaluating actions and personal traits of story characters.

M. Interpreting figurative, idiomatic and picturesque language.

N. Identifying elements of style.

O. Identifying author's purpose.

P. Reacting to story content, linking it to personal experience, and applying ideas gained through reading.

VII. STUDY SKILLS

A. Developing dictionary skills and understandings.

1. Locating entries.

a. Recognizing alphabetical sequence.
b. Introduce use of guide words.
c. Identifying root words in inflected or derived forms.

2. Deriving meanings.

a. Comprehending definitions.
b. Understanding that a word may represent more than one meaning - Double entry words.
c. Using context to select appropriate defined meaning.

3. Deriving pronunciations.

a. Using a pronunciation key to interpret dictionary symbols.

4. Understanding the function of primary and secondary accent marks.

LEVEL G (Continued)

B. Develop proficiency in using aids for memory.

   1. Association.
   2. Sensory imagery.
   3. Sequence.
   4. Cause-effect relationship.

C. Perceive main idea and sequence in stories, problems, and written directions.

D. Obtain information from illustrations

E. Read different types of content at different rates (incidental).

   1. Quickly to locate certain facts.
   2. Quickly to find main ideas, to follow sequence or to find out how story ends.
   3. Slowly to absorb all of the details.
   4. Re-read carefully to organize and reproduce details.

F. Reinforcement of skills through reading a variety of materials.

   1. Library books.
   2. Supplementary books.
   3. Magazines.
   4. Newspapers.
   5. Maps.
   6. Encyclopedias.

VIII. ORAL AND SILENT READING PROFICIENCY

A. Oral and silent

   1. Read to answer specific questions or to locate specific information.

B. Oral

   1. Produce language symbols accurately.

   2. Develop sensitivity to the function of punctuation.

   3. Develop sensitivity to phrasing, cadence, inflection and stress.

   4. Develop awareness of voice quality, rhythm, rate, volume.

LEVEL G (Continued)

5. Read with purpose of making the passage clear and interesting to the listener. Provide listening situation.

6. Use eye contact while reading when possible.

7. Provide reader-audience situation.
   Reader may prepare in advance to read to others
   who do not have books before them.

C. Silent

1. Hold lips still using only eyes.

2. Eliminate pointing.

3. Develop smooth eye movements.

LEVEL H

I. EXPERIENTIAL BACKGROUND

A. Ability to use guide words in finding word to be defined.

B. Awareness that a word may have several meanings.

C. Ability to use pronunciation key in glossary.

D. Facility in recognizing words presented in Levels A-G.

E. Facility in using word attack skills learned in Levels A-G.

F. Ability to use context clues in identifying words.

G. Experience in recognizing and interpreting figurative language.

H. Ability to hear and identify number of syllables in a word.

I. Ability to discuss ideas gained through television, radio, etc.

II. AUDITORY PERCEPTION SKILLS

A. Become aware of use of alliteration.

B. Recognize that some words that have the same meaning and spelling may be pronounced in two ways, both acceptable. Example: creek route.

C. Recognize difference between conversation and discussion.

D. Listen to:

1. Oral readings of poetry.

2. Dramatizations of stories.

3. Oral readings of creative writing by other children.

III. VISUAL DISCRIMINATION SKILLS

A. Continue to compare printed words that may be confused in reading. Example:

quite	quiet
except	expect
bought	brought

B. Recognize that some words may be spelled correctly in more than one way. Example:

good-by good-bye

IV. WORD PERCEPTION SKILLS

A. Sight Vocabulary

1. At this level in The New Basic Readers of Scott, Foresman, there are 750 new words and 30 new forms. Of these approximately 800 words, the children should be able to identify independently abuut 600.

2. Children should continue to use context clues in identifying new words. They should combine an educated guess based on context and information gained earlier in the paragraph with word attack skills.

B. Structural Analysis

1. Syllabication

Extend understanding that

a. A hyphen may be sued to indicate that part of a word is printed on the next line.

b. Short words (body) may not be divided at the end of a line.

c. One-syllable words are not divided at the end of a line.

d. Words that have two successive consonants between two vowels are usually divided between the two consonants (exceptions - consonant blends and digraphs). Example:

Kitten signal

e. Words that have one consonant between two vowels are usually divided after the first vowel. Example:

pilot open

LEVEL H (Continued)

f. Words that end in -le preceded by a consonant are usually divided before that consonant.
Example:

jungle   little

2. Contractions - Learn two-letter contractions.
Example:

she'd (she had)   we'll (we will)

3. Punctuation - Become aware incidentally of notation for quotation within a quotation.

4. Compound Words - Review and extend knowledge.

5. Prefixes

Review: dis, im, un, a

Introduce: mis, be, bi, tri, ex, fore, re

6. Suffixes

Review: ful, ness, ish, less, ment, ous

Introduce: numerical - teen,-ty, -th
other - -able, -ship, -ward

7. Derivatives

Review knowledge of words formed by:

changing f to v before adding plural es
changing y to i before adding endings
doubling the final consonant before adding endings
dropping the final e before adding endings.

Recognize that some words have alternate plurals.
Example:

Cherokee   Cherokees

Some words have the same singular and plural.
Example:

deer

LEVEL H (Continued)

C. Phonetic blends

Review: two letter consonant blends
three letter consonant blends
consonant digraphs
vowel diphthongs
schwa sound found in unaccented syllables as presented in Level G.
vowel-consonant spelling patterns that function as clues to vowel sounds in accented syllables in two-syllable words, as presented in Level G.

Learn that:

vowel-consonant spelling patterns which are clues to vowel sound in initial accented syllables of two-syllable words also apply to accented syllables of three- syllables -words
Example:

December diploma

vowel-consonant spelling patterns that indicate a long vowel sound also apply when a consonant blend is involved
Example:

fragrant zebra

two vowel letters together may represent two syllables
Example:

science lion

V. COMPREHENSION SKILLS

A. Recognize literary forms and their characteristics.

1. Biography (story of actual person, living or dead).
2. Historical Fiction (describes life at a certain time using some fact, some fiction.
3. Fable (humor, talking animals, repetition, moral)
4. Nonsense Verse (absurd, humorous)
5. Limerick (nonsense verse with rhyming pattern)

LEVEL H (Continued)

B. Recognize literary style and various devices an author uses to develop his story, article or poem.

1. Simile, personification and alliteration (terms not used but awareness is developed - exposure).
2. "flashback"
3. repetition
4. exaggeration

C. Recognize qualities of character.

D. Recognize character development in biographical as well as fictional writing.

E. Use pantomine to foster ability to visualize characters in action.

F. Increase understanding of language by developing awareness of origin of place names in this country,-Indian words.

G. Realize that language changes with passage of time.

H. Continue to identify main idea in paragraph (Oral).

I. Continue to summarize main ideas in a story (Oral).

J. Become increasingly aware of structure of story-Readiness for outlining.

Example: "If we were to have a play based on this story, how many scenes would there be?" "If we inserted subtitles in this story, what would they be?"

K. Become increasingly aware of time relationships and sequence of events.

VI. INTERPRETATION SKILLS

A. Interpret meaning of figurative or idiomatic language.

1. Idioms Example: break a record a piece of my mind

2. Proverbs Example: "A friend in need is a friend indeed."

B. Anticipate feelings of characters.

C. Respond to emotions of characters.

D. Recognize conflicting emotions in characters.

E. Infer content from illustrations.

F. Continue development of recognizing cause-effect relationships.

G. Sharpen ability to make generalizations.

H. Develop ability to determine, on the basis of given facts, the validity of conclusions drawn.

I. Develop ability to see fallacy of making generalizations on the basis of limited information.

J. Recognize and evaluate author's opinion and point of view. Compare stories.

K. Develop ability to compare fanciful and realistic characters.

I. Recognize and make inferences concerning effects of environmental differences.

VII. STUDY SKILLS

A. At this level, children may begin using the Thorndike-Barnhart Beginning Dictionary. The first section is designed to teach specific skills for effective use of the dictionary. It is composed of 58 lessons giving instruction in:

1. How to find a word.

2. How to find a meaning.

3. How to use the pronunciation key.

4. How to use the dictionary for spelling and writing.

LEVEL H (Continued)

B. Children will learn that

1. There are cross references in the glossary or dictionary.

2. The glossary or dictionary may indicate two pronunciations for the same word, often indicating regional differences. Example:

   (Wash' ing ten) (Wosh' ing ten)

3. The glossary or dictionary show plural form when

   there is a change in the root word in the formation

   the plural form differs from the usual plural form.

4. Homographs are words with the same pronunciation and spelling but which have different derivations and which are, therefore, listed separately in the dictionary.

5. They can substitute words in a definition for words in context.

6. It is necessary to read and follow directions independently.

7. There are various means of obtaining information;

   Dictionaries
   Enclyclopedias
   Supplementary texts
   Children's publications
   Atlases
   Indices
   Almanacs
   Tables of Contents

VIII. ORAL AND SILENT READING PROFICIENCY

A. Use pantomine in oral interpretation.

B. Develop ability to dramatize portions of stories.

C. Convert some stories to play form.

D. Choose characters to interpret orally, using: volume, voice quality, rhythm, pitch, facial expression, movements,...in order to: show distinction between types of characters, convey point of view of character, reflect changes in mood of character.

LEVEL H (Continued)

E. Develop ability to skim for specific information.

F. Develop interest in classroom library as a tool for finding information of particular interest.

Book V

CLASSROOM ORGANIZATION AND DIRECTION

CONTINUOUS PROGRESS PROGRAM

inservice materials

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Lillian Fasman, Teacher, Mather High School
Sally Foster, Teacher, Hurley Elementary School
Lavenya Hansford, Teacher, Gresham Elementary School
Eric Hill, Student, Harlan High School
James Kendle, Teacher, McKinley Upper Grade Center
Fred Kotler, Student, Von Steuben High School

CLASSROOM ORGANIZATION AND DIRECTION

For a Continuous Progress Program

Probably the most crucial factor in each child's educational success is the efficiency of the teacher. Each teacher must be accountable (to himself and to the program) and totally committed to the philosophy of Continuous Progress - Mastery Learning. He must also be willing to carry his share of the load in planning, organizing, and managing the program as a whole and in his own classroom.

Pupils enter kindergarten in September of the year in which they reach five years of age by December 1. Level A (Readiness) can begin in kindergarten, or whenever the child enters a formal program of education for the first time, and is continued until the student has mastered objectives prescribed for that level in the Overview of the Primary Continuous Development Reading Program (Board of Education, City of Chicago). The child should move into Level B at the time that he has mastered the skills of Level A. The length of time required for mastery will vary. Some children enter school with the skills of readiness already mastered and, therefore, may start their formal education at Level B.

Classrooms are usually organized on the basis of reading progress and, as nearly as possible, chronological age. This same principle should apply to groupings within the room. One of the most influential and important groups in the life of a child will be his classroom group. He should feel secure in his small group knowing full well that he is considered a worthwhile person and is achieving at his own speed and capacity to learn. The child's learning and personality needs should be satisfied by the classroom group and its ongoing activities.

Each teacher must refer to permanent school records to obtain pertinent information necessary for proper grouping. Cumulative Record Cards, test scores, and comments by previous teachers in the student's individual folders are sources of valuable information. After information has been researched concerning each child, and determination has been made regarding the room and level into which the child shall go, the next task is to start intradepartmental planning to organize the disciplines for that program.

The classroom organization, direction, and management must always preserve the scope and sequence established for the program of Continuous Progress through mastery learning. The details for this stage of planning and organizing cannot be set up as a prescription in an overall, city-wide guide. The details must be the "nuts and bolts" of the Continuous Progress Program and must be tailored to fit each local school and meet its needs. This tailoring of curriculum should be adjustable, flexible, and elastic so that it will adjust to both the individual and small group needs.

Again, let it be stated that each teacher must be accountable and committed to carry his share of the load toward making this vertically designed continuum work.

At all stages of planning and organizing, the teacher must remain mindful of the fact that to teach is to act. Teaching is the action of persons who instruct or who guide the learning processes of others. The role of the teacher must change if self-paced individualized learning is to replace group-oriented instruction.

After the teacher and his team have planned and replanned, organized, and reorganized--what next? He closes the classroom door. He is now a classroom manager. His role must become that of a manager of learning for individual students. A classroom manager organizes and coordinates the efforts of children to achieve their personal and educational objectives. Classroom management actually refers to setting up patterns of activities that the teacher performs. These activities are concerned mainly with individuals as they interact with the classroom group and are focused upon creating conditions in which individuals in the classroom can best achieve their own personal goals and educational objectives. Classroom organization and management should be a service to help the students in that room in their planning and working together. The object is NOT to do their thinking for them. The teacher will monitor each student's progress, diagnose his learning problems, prescribe possible alternatives which will help to solve his problems, and evaluate his progress in achieving the stated behavioral objectives as designated in the program's curriculum. Those behavioral objectives will be stated in terms of an action to be performed by the learner. The teacher will be able to determine from the child's actions whether he has mastered the objective.

In order to achieve his goals in management, the classroom teacher must know each child individually; he must know the child's capabilities as well as his weaknesses. He must find out what the child doesn't know and help him to learn it. If he tries to teach what is already known, the child is bored; and if he tries to teach the child something for which he has no background, the child becomes angry and frustrated. He must know the child's personality. The way a teacher interacts with or responds to a student has much to do with that student's attitude toward learning experiences. It has long been an accepted precept that when a child comes to school each day alert, responsive, and eager to learn, he can be given longer assignments requiring independent study. If a child comes to school discouraged and disinterested, he will need more of the teacher's time and a longer period of his own time to master a concept. Also, he will need shorter assignments and more detailed directions.

As previously stated, a most crucial factor in each child's success is the efficiency of the teacher. Classroom organization and management affect the classroom morale. When members of the group feel anxious, they do not perceive correctly or clearly. Conflict and hostility within a classroom often can be traced directly to lack of classroom management. Helping each child achieve optimal success in reading is an enormous challenge to the teacher.

Teachers need professional dedication and commitment to meet this difficult challenge. They need locally established guidelines so that there will be no frustrations when grouping and regrouping take place. However, these guidelines must remain flexible. Regrouping should be a natural process as the child satisfactorily completes one level and progresses to the next. Grouping is not a method of teaching. Grouping is actually a way of organizing the children within a classroom with similar interests, needs, and/or achievements. Grouping, if properly used, should promote both teaching and learning opportunities. Proper grouping actually demands a wide variety of teaching procedures and techniques.

If team teaching is possible in the local building, by all means it should be considered for use. (Read Guidelines for Team Teaching, Board of Education, City of Chicago, 1969.) If the physical plant and the staff do not lend themselves to team teaching, then it will be even more necessary to team plan, team organize, and team evaluate. Teachers within the department form the team. However, the principal should either work with the team or be well aware of its goals.

After the objectives have been established, the team should match the materials available to the needs of the students. The objectives, the materials, and the instructional program (including concepts and individual activity sheets) must meet the needs of the individual child. Previous reference has been made to selecting different activities for different groupings in order to meet that group's needs. It is also necessary to be mindful of the fact that different activities, goals, and objectives will be necessary for different neighborhoods in order to have the educational experience relevant to the local community needs.

The teacher's role must remain flexible. It should not always be necessary for the teacher to direct all of the student activity in the room. While he is busy with one group of pupils, others may be working at independently planned activities, such as self-testing, independent seatwork activities, or special interest centers.

At other times, he may, indeed, be the director of all the student activity in his room. At all times the emphasis must be on the child - the child learning and not the teacher teaching.

The classroom, which is a learning center, should be arranged to meet the variant needs of the children in the class. It should be filled with appropriate and constructive learning materials as well as equipment and opportunities for explorative learning. It should be decorated to reinforce the children's learning experiences.

As team-planned goals of the program are accomplished, the teacher will discover that appropriate classroom organization, direction, and management become an integral part of his thinking and planning.

Classroom Direction

This outline indicates the content of the book and is provided here as an aid to the classroom teacher. In thinking about and planning for the instructional program which he will provide in his classroom, the teacher may wish to use this outline as a working checklist.

I. Identify needs of learner(s) from available information.

- Pupil records

- Conference with former teachers (if possible)

- Personal observation of new pupils

II. Study the planned curriculum.

III. Implement the corriculum.

- Plan blend of A and B.

- Coordinate with available books and materials.

- Coordinate with talents of teacher.

IV. Apply the commitment of the teacher.

- Recognize the great responsibility of the teacher for the total program of education--in that room and in that year.

- Mold all together.

    - Needs of pupil
    - Curriculum plans
    - Talent of teacher
    - Talent of pupils

- Provide a good program of education.

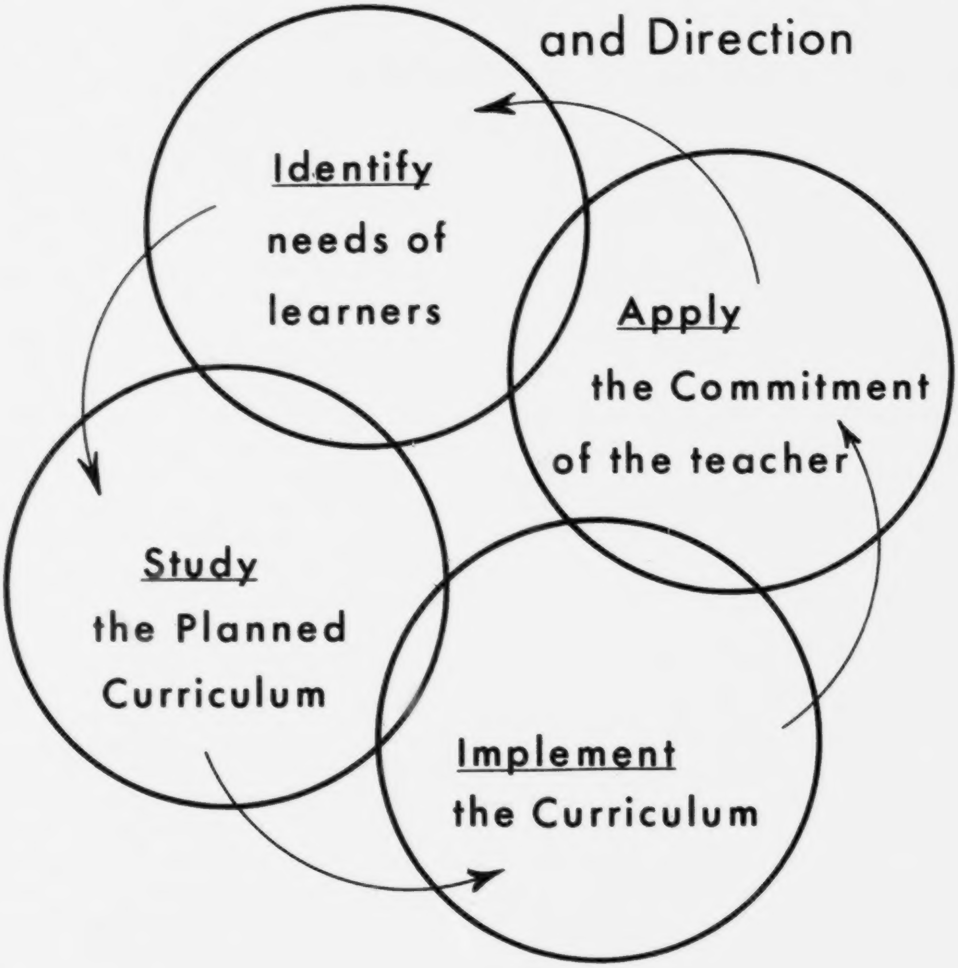
- Adapt plans to the physical plant.

- Cooperate with the total committee.

- Maintain flexibility of grouping.

Accept the child where he is.
Know the child, his weaknesses and his strengths.
Teach the child--the whole child.

The Nuts and Bolts of Classroom Organization and Direction


Identify needs of learners
Apply the Commitment of the teacher
Study the Planned Curriculum
Implement the Curriculum

RECOMMENDING READING

Goodlad, John I., and Anderson, Robert H. *The Nongraded Elementary School*. New York: Harcourt, Brace & World Inc., 1963.

Johnson, Lois V., and Bany, Mary A. *Classroom Management*. New York: Macmillan Co., 1970.

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Manning, John C. "Ensure Continuous Success." *Coordinating Reading Instruction*. Edited by Helen M. Robinson. Scott, Foresman Reading Systems. Glenview, Ill.: Scott, Foresman & Co., 1971.

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Book VI

PUPIL EVALUATION AND RECORD KEEPING

CONTINUOUS PROGRESS PROGRAM

inservice materials

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PUPIL EVALUATION AND RECORD KEEPING

For a Continuous Progress Program

Pupil Evaluation

Basic to any school program is the necessity for evaluation. Changes in behavior must be measured and evaluated to insure that proper learning and genuine pupil growth have taken place. In a Continuous Progress school accurate measurement must become a constant goal because all pupils must give evidence of mastery of the educational program prepared for them before being moved on to a higher level and the school must have evidence of the workability of its educational plans. All the more formal means may be used, such as, standardized testing, case studies, questionnaires, checklists, and sociometric tests. These would not be, however, part of the daily schedule. Instead, teachers should use the results of conferences, publishers' tests, school-and/or teacher-designed tests, and daily observation to make themselves aware of the sequential development of their students.

Upward academic mobility of students is the key to Continuous Progress. It is attained only when each teacher knows exactly where the child is on the continuum, interprets the child's learning needs, and is ready to implement changes which must be made. This changing of program and, quite possibly, regrouping normally occurs within the classroom. However, provision also must be made for the time that the child will spend with other teachers or for changing him to another classroom.

In addition, there is a great need for the teacher to evaluate his own work constantly, He must habitually check to be sure that planned objectives become a reality. This self-evaluation of lesson plans is based on the necessary premise that each child's needs must be met. Lee L. Smith suggests that the teacher ask himself the following questions:

> What is my objective in teaching this lesson to these children?
> Am I succeeding?
> Is this the most efficient way to treat it?
> Are my methods based on sound research?
> Am I meeting the needs of these children?[1]

If all the answers indicate that the expected and needed growth has been accomplished, then work with that child should continue in the same way. If the answers are negative, changes must be made immediately to correct the situation.

---

[1] Lee L. Smith, A Practical Approach To The Nongraded Elementary School, (West Nyack, N.Y.: Parker Publishing Co., 1968), p. 164.

Results of any of these evaluations might be shared with other teachers, parents, the student, or the administrator. For the purposes of efficient and long-range cooperative communication, those data evaluations must be recorded. This need for communication, as well as the need for a comprehensive picture of each pupil's individual growth and progress, makes the keeping of good records a vital matter to a Continuous Progress Program.

Pupil Records

Pupil record keeping is of crucial and grave importance when dealing with Continuous Progress learning. It is imperative that a specifically related progress report card be developed that will record with clarity the teacher's evaluation of individual progress. Continuous Progress educational programs demand pertinent, appropriate, and relevant reporting as well as record keeping systems which are consistent with the operationally defined sequences developed. It is not the format used that is important, but what is contained in the format. In dealing with Continuous Progress, process should be the fundamental emphasis. Process can be associated with knowledge and with human activities which are most vital in evaluating and reporting new insights regarding an individual's learning.

> The nongraded Continuous Progress school is based on the idea that continuous progress is not only available, but is the organizing feature of that school. To create a reflection of that activity, several things must be considered. The following areas seem relevant to the development of individual growth records that would help in revealing the progress of each child:
>
> Knowledge of where a child is or at what level he operates presently
> Knowledge of what a child is ready for at the moment
> Knowledge of the quality of a child's performance in relation to his seeming ability to perform
> Knowledge of whether or not he is putting forth the kind of effort that reflects the kind of performance that can be expected of him
> Knowledge of his basic background
> Knowledge of his native endowment insofar as it can be ascertained
> A basic estimation of the starting point for a child in any given area of work
> Records of his previous history of achievement in relation to present achievement.[2]

Two basic types of nongraded progress report cards are the graph and the chart. The Graph Progress Report Card is a bar graph representation of skill concepts or levels of the curriculum showing progress along a continuum. The graph method provides an up-to-date approach to reporting to parents, for it provides them with a visual picture of the student's achievement. The Chart Progress Report Card, which is more widely used, is similar in certain respects to the traditional report card.

---

[2] Hillson, Maurie, and Bongo, Joseph, Continuous-Progress Education: A Practical Approach (Palo Alto, Calif.: Science Research Assoc., Inc., College Division, 1971), p. 78.

There is no one perfect device for record keeping and reporting to parents. Each system has its advantages as well as its disadvantages, and each serves a particular purpose. It is the administrator's and teachers' task to determine which method of record keeping and reporting is most suitable for the community -- no one method will serve the needs of every school. It lies within the purview and discretion of the teacher and the administrator to determine which technique or combination of device techniques prove most suitable for his community.

Implementing Student Records

For pupil record keeping it is important to remember the unique needs of a Continuous Progress program. There can be several uses for, and approaches to, appropriate record keeping procedures. To show achievement is, however, the essential goal of each. To aid in planning the future educational program of each pupil is also of great importance.

Whatever systems or devices of record keeping are selected or created to serve the program's goals, a large responsibility rests upon each teacher to maintain these records in a precise and accurate manner.

The following pages itemize and give examples of various kinds of forms which can be used or considered by a school.

Reading Progress Card

The reading progress card should include such information as the child's achievement level, the beginning and ending dates of work on each level that he has mastered, or the page to continue on when he resumes progress after vacationing, transferring, or any other necessary interruption. In addition, it may be helpful for the principal and teacher to include the date of entry, readiness skills, and other vital information in order to have a sufficient basis for efficient evaluation of the pupil. Progress cards also should be kept in mathematics and other subject areas, such as science and social studies. The child's placement level and aptitude should be incorporated also.

Sample reading progress cards which follow were developed by indicated sources:

Form A: Revised form from the Henry H. Nash School, District 4

Form B: Revised form from the Walter Q. Gresham School, District 16

Form C: Submitted to Committee without proper identification of source

Form D: Reading Mastery Check Card (McBee Card) for the Wisconsin Design for Reading Skill Development. Permission to reproduce granted by Interpretive Scoring Systems, Minneapolis, Minn.

Form E: Pupil's Cumulative Record Card for Scott, Foresman Reading Systems, Levels 1-12. From SCOTT, FORESMAN READING SYSTEMS. Copyright 1971 by Scott, Foresman and Company.

Form A

Name of School

Continuous Progress Program

Child's Name ____________________ Room ______________

Student Number _________________ Birth Date _________

Date of Entry: _________________

Achievement Level	Beginning Date	Ending Date	Continue on Page	Room	Date
A Readiness: Title of Book or Kit					
B Pre-Primer: Title of Book "					
C Primer: Title of Book 1_1 "					
D First Reader: Title of Book 1_2 "					
E Second Reader I: Title of Book 2_1 "					
F Second Reader II: Title of Book 2_2 "					
G Third Reader I: Title of Book 3_1 "					
H Third Reader II: Title of Book 3_2 "					

Form B_1

____
Name of School

Continuous Progress Program

Child's Name __________ Room __________
Student Number __________ Birth Date __________
Date of Entry __________

Level A

Readiness Skills: Ability to understand ideas expressed in words—average verbal fluency.

Recognition:
Colors__________ Name __________
Shapes__________
Numbers__________

Is Able to: Listen to a story______ Give address __________ Skip___ Hop _____ Repeat a short story ________ Cut__________ Hop on one foot _____ March ________ Paste __________ Give telephone to _____ Follow directions __________ Color _____ Distinguish letter forms from one another (knows A, B, C's) __________ Discriminate between sounds _____ (Loud, soft, mechanical, voices) Initial consonant sounds __________ Final consonate sounds ______ Ability to reason, "think" i. e. classification, quantitive, size, pattern copying __________

Level A The Big Book or Kit

Form B_2

			Oral Reading Is				
Level B Company	Text Completed	Page #	Fluent	Hesitant	Poor	Accompanying Workbook	Special Problems or Comments
Pre-Primer Book I Book II Book III							
Level C Basic Test Other							
Level D Basic Test Other							
Level E Basic Test Other							
Level F Basic Test Other							
Level G Basic Test Other							
Level H Basic Test Other							
Level Basic Test Other							
Level Basic Test Other							
Level							

PRIMARY CONTINUOUS PROGRESS RECORD CARD

Pupil's Name: ______________________

Birth Date: ______________________

School Readiness Test Score: ______________

School Learning Abilities Test Score: ______

SCHOOL	Date Entered

Room	Date	Teacher	Room	Date	Teacher

Date	Reading Level	Title of Reader	Date Page	Completed or No. in June	Test Score	Needed Improvements					Math Level	Date Comp	Test Score	Needed Improvements	
						Score	Phon	Comp	Inter	Study Skills				Concepts	Operations

Other Reading Material

Date	Level	Room	Title of Text	Date Comp

Standardized Test Scores

Date	Test	Pupil's Age	Sub-Test Score	Sub-Test Score	Sub-Test Score

Parent Conferences

Date	Level	Teacher	Comments

SUGGESTED SKILLS RECORD CARD

WORD ATTACK

WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT

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X79559★C

LEVEL A:

1 Rhyming words
2 Rhyming phrases
3 Shapes
4 Letters, numbers
5 Words, phrases
6 Colors – **TO**
7 Initial consonants
8 All A skills

LEVEL C:

1 Sight vocabulary
2 Consonant variants
3 Consonant blends
4 Long vowels
5 Vowel + r, a + l, a + w
6 Diphthongs
7 Long & short oo
8 Short vowel generalization - **TO**
9 Silent e generalization - **TO**
10 2 vowel generalization - **TO**
11 Final vowel generalization - **TO**
12 Consonant digraphs
13 Base words
14 Plurals
15 Homonyms
16 Synonyms, antonyms
17 Independent application - **TO**
18 Multiple meanings
19 All C skills

LEVEL B:

1 Sight vocabulary
2 Left-right sequence – **TO**
3 Beginning consonants
4 Ending consonants
5 Consonant blends
6 Rhyming elements
7 Short vowels
8 Consonant digraphs
9 Compound words
10 Contractions
11 Base words
12 Plurals
13 Possessives
14 All B skills

LEVEL D:

1 Sight vocabulary
2 Consonant blends
3 Silent letters
4 Syllabication
5 Accent
6 Schwa
7 Possessives
8 All D skills

NOTE: Skills marked TO are assessed by Teacher Observation

Pupil's Cumulative Record Card for Scott Foresman Reading Systems, Levels 1-12

Name

Date Entered School
____________ 19___
Age: Years _____ **Months** _____
Birthday ____________

Check resources used. Enter total of pages used in Studybook and Masters/IPP. Enter dates and scores where requested.

		Remarks	Remarks	Remarks	Remarks	Remarks	Remarks
		Level 1 Started ______ 19___ Completed ______ 19___	**Level 2** Started ______ 19___ Completed ______ 19___	**Level 3** Started ______ 19___ Completed ______ 19___	**Level 4** Started ______ 19___ Completed ______ 19___	**Level 5** Started ______ 19___ Completed ______ 19___	**Level 6** Started ______ 19___ Completed ______ 19___
Core Components	**Read-Aloud Library**	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2. 3 4 5 6
	Pupils' Books Completed	A B C D E	A B C D E F G H I	A B C D E F G H I	A B C D E F G H	A B C D E	A B C D
	Studybook Pages Used	(64)	(80)	(80)	(64)	(48)	(48)
	Masters/IPP Used	(50)	(70)	(52)	(60)	(54)	( )
	Informal Rdg. Inv. Given	______ 19___	______ 19___	______ 19___	______ 19___	______ 19___	______ 19___
Skill(s) Pupil Needed Special Practice In	**Comprehension Strategies**	Use of— concepts and language exp. ______ disc.: vis. ___ aud. ___ Auding ______ Recognition of— colors ______ letters ______	Use of— concepts and language exp. ______ disc.: vis. ___ aud. ___ context cues: semantic ______ syntactic ______ letter-sound rel. cues ______ relationships: part-whole ______ size ______ sequence ______	Use of— concepts and language exp. ______ disc.: vis. ___ aud. ___ context cues: semantic ______ syntactic ______ letter-sound rel. cues ______ relationships: part-whole ______ size ___ time ___ sequence ______	Use of— concepts and language exp. ______ disc.: vis. ___ aud. ___ context cues semantic ______ syntactic ______ letter-sound rel. cues ______ relationships: part-whole ______ size ___ time ___ sequence ______ cause-effect ______	Use of— concepts and language exp. ______ disc.: vis. ___ aud. ___ context cues semantic ______ syntactic ______ letter-sound rel. cues ______ relationships: part-whole ______ size ___ time ___ sequence ______ cause-effect ______ place ______	Use of— concepts and language exp. ______ disc.: vis. ___ aud. ___ context cues semantic ______ syntactic ______ letter-sound rel. cues ______ relationships part-whole ______ size ___ time ___ sequence ______ cause-effect ______ place ______
	Critical Reading and Study Skills			Recognition of— main idea and supporting details ______	Use of— alpha. order ______ table of contents ______ Recognition of— main idea and supporting details ______ story prob., sol. ______	Use of— alpha. order ______ table of contents ______ Recognition of— main idea and supporting details ______ org. of ideas ______ story prob., sol. ______ pur. for reading ______ ways of reading ______	Use of— alpha. order ______ table of contents ______ Recognition of— main idea and supporting details ______ org. of ideas ______ story prob., sol. ______ pur. for reading ______ ways of reading ______ character traits and motives ______
Additional Components	**Special Practice Books Used**		A 1 2 3 4 5 6 7 8 B 1 2 3 4 5 6 7	A 1 2 3 4 5 6 7 8 B 1 2 3 4 5 6	A 1 2 3 4 5 6 7 8 B 1 2 3 4 5 6	A 1 2 3 4 5 6 7 8 B 1 2 3 4 5	A 1 2 3 4 5 6 7 B 1 2 3 4 5
	Other Components Used for Special Practice or Enrichment *(IPR—Invitations to Personal Reading)*	Alphabet Cards ______ Picture Cards ______ Linguistic Blocks 1A ___ Match-and-Check × 1 ___	Cards: Al. ___ Pic. ___ Blks.: 1A ___ 1L ___ Puzzles: Word 1 ___ 2 ___ 3 ___ Match-and-Check × 2 ___ Spec. Prac. Kit 2 ______ Talking Alphabet 1 ___ IPR 1 ______	Cards: Al. ___ Pic. ___ Blks.: 1A __ 1L __ 1W __ Puzzles: ABC 1 ______ Match-and-Check × 3 ___ Spec. Prac. Kit 3 ______ Talking Alphabet 1 ______ 2 ______ R. Along-R. Alone ______ IPR 1 ______ 1B ______ Bright Horizons 1 ______	Match-and-Check × 4 ___ Puzzles: ABC 2 ______ Overhead Visuals 4 ___ Talking Alphabet 1 ______ 2 ______ Talking Storybook Box 1 ______ IPR 1 ______ 1B ______ Bright Horizons 1 ______	Choose-and-Check × 5 ___ Puzzles: ABC 3 ______ Context 1 ______ Spec. Prac. Kit 5 ______ Talking Storybook Box 1 ___ Box 2 ___ IPR 1B ___ 2 ___ 2B ___ Bright Horizons 1 ______ 2 ______	Choose-and-Check × 6 ___ Puzzles Context 2 ______ Overhead Visuals 6 ___ Talking Storybook Box 1 ___ Box 2 ___ IPR 2 ______ 2B ______ Bright Horizons 1 ______ 2 ______
Related Mtls.	**Reference Books Used**	My Pictionary ______	My Pictionary ______	1st Picture Dict. ______ 1st Exer. Book ______	1st Picture Dict. ______ 1st Exer. Book ______	2nd Picture Dict. ______ 2nd Exer. Book ______	2nd Picture Dict. ______ 2nd Exer. Book ______
	Other Related Materials Used *(Add materials not listed.)*	Talkstarters ______ Lang. Act. Kit ______ List. Act. Rcd. ______ Snds. I Can Hear ______ Sense and Tell ______	Lang. Act. Kit ______ List. Act. Rcd. ______				
Test Scores	**Survey Test Given** **Total Reading Score and Reading Percentile** **Part or Subtest Scores**	Vocabulary A ___ B ___ ______ 19___ T ______ %ile ______ 1 ______ 2 ______	Initial A ___ B ___ ______ 19___ T ______ %ile ______		Early Prim. A ___ B ___ ______ 19___ T ______ %ile ______	Early Prim. A ___ B ___ ______ 19___ T ______ %ile ______	Early Prim. A ___ B ___ Late Prim. A ___ B ___ ______ 19___ T ______ %ile ______
	Level Test Given	______ 19___	______ 19___	______ 19___	______ 19___	______ 19___	______ 19___
	Scores	1(28) ______ 2(9) ______ 3(13) ______ T(50) ______	1(28) ______ 2(9) ______ 3(13) ______ T(50) ______	1(28) ______ 2(9) ______ 3(13) ______ T(50) ______	1(28) ______ 2(9) ______ 3(13) ______ T(50) ______	1( ) ______ 2( ) ______ T(50) ______	1( ) ______ 2( ) ______ T(50) ______

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		Remarks	Remarks	Remarks	Remarks	Remarks	Remarks
	Name ___	**Level 7** Started ___ 19 ___ Completed ___ 19 ___	**Level 8** Started ___ 19 ___ Completed ___ 19 ___	**Level 9** Started ___ 19 ___ Completed ___ 19 ___	**Level 10** Started ___ 19 ___ Completed ___ 19 ___	**Level 11** Started ___ 19 ___ Completed ___ 19 ___	**Level 12** Started ___ 19 ___ Completed ___ 19 ___
Core Components	**Read-Aloud Anthology**						
	Pupils' Books Completed	A B C D E F	A B C D E F	A B C D E	A B C D	A B C D	A B C D E
	Studybook Pages Used	(48)	(48)	(48)	(48)	(48)	(48)
	Masters/IPP Used	( )	( )	( )	( )	( )	( )
	Informal Rdg. Inv. Given	___ 19 ___	___ 19 ___	___ 19 ___	___ 19	___ 19 ___	___ 19 ___
Skill(s) Pupil Needed Special Practice In	**Comprehension Strategies**	Use of concepts and language exp ___ disc. vis ___ aud ___ context cues semantic ___ syntactic ___ letter-sound rel cues ___ relationships part-whole ___ size ___ time ___ sequence ___ cause-effect ___ place ___	Use of— concepts and language exp ___ disc.: vis. ___ aud. ___ context cues: semantic ___ syntactic ___ letter-sound rel. cues ___ relationships: part-whole ___ size ___ time ___ sequence ___ cause-effect ___ place ___ time-place ___ analogous ___	Use of concepts and language exp. ___ disc vis. ___ aud. ___ context cues semantic ___ syntactic ___ letter-sound rel cues ___ relationships: part-whole ___ size ___ time ___ sequence ___ cause-effect ___ place ___ time-place ___ analogous ___	Use of— concepts and language exp disc.: vis ___ aud context cues semantic ___ syntactic letter-sound rel cues ___ relationships part-whole ___ size ___ time ___ sequence ___ cause-effect ___ place ___ time-place ___ analogous ___	Use of— concepts and language exp. ___ disc. vis. ___ aud. ___ context cues semantic ___ syntactic ___ letter-sound rel. cues ___ relationships: part-whole ___ size ___ time ___ sequence ___ cause-effect ___ place ___ time-place ___ analogous ___	Use of concepts and language exp ___ disc. vis ___ aud ___ context cues semantic ___ syntactic ___ letter-sound rel cues ___ relationships part-whole ___ size ___ time ___ sequence ___ cause-effect ___ place ___ time-place ___ analogous ___
	Critical Reading and Study Skills	Use of— alpha. order ___ table of contents ___ glossary ___ Recognition of— uses of: pic. dictionary ___ main idea and supporting details ___ org. of ideas ___ story prob., sol. ___ pur. for reading ___ ways of reading ___ character traits and motives ___	Use of— alpha. order ___ table of contents ___ glossary ___ Recognition of— uses of: pic. dictionary ___ encyclopedia ___ main idea and supporting details ___ org. of ideas ___ story prob., sol. ___ pur. for reading ___ ways of reading ___ character traits and motives ___	Use of— alpha. order ___ table of contents ___ glossary (pron. key) ___ annot. biblio. ___ Recognition of— uses of: dict. (pron. key) ___ encyclopedia ___ thesaurus ___ main idea and supporting details ___ org. of ideas ___ story prob., sol. ___ elem. of style ___ pur. for reading ___ ways of reading ___ character traits and motives ___	Use of— alpha. order ___ table of contents ___ glossary ___ annot. biblio. ___ Recognition of— uses of: dictionary ___ encyclopedia ___ thesaurus ___ card catalog ___ main idea and supporting details ___ org. of ideas ___ story prob., sol. ___ elem. of style ___ characteristics of types of lit. ___ pur. for reading ___ ways of reading ___ character traits and motives ___	Use of— alpha. order ___ table of contents ___ glossary ___ annot. biblio. ___ Recognition of— uses of: dictionary ___ encyclopedia ___ thesaurus ___ card catalog ___ main idea and supporting details ___ org. of ideas ___ story prob., sol. ___ elem. of style ___ characteristics of types of lit. ___ pur. for reading ___ ways of reading ___ character traits and motives ___	Use of— alpha. order ___ table of contents ___ glossary ___ annot. biblio ___ Recognition of— uses of: dictionary ___ encyclopedia ___ thesaurus ___ card catalog ___ main idea and supporting details ___ org. of ideas ___ story prob., sol. ___ elem. of style ___ characteristics of types of lit. ___ pur. for reading ___ ways of reading ___ character traits and motives ___
Additional Components	**Special Practice Books Used**	A 1 2 3 4 5 6 7 B 1 2 3 4 5	A 1 2 3 4 5 6 B 1 2 3 4 5	A 1 2 3 4 5 6 B 1 2 3 4 5	A 1 2 3 4 5 B 1 2 3 4	A 1 2 3 4 5 B 1 2 3 4	A 1 2 3 4 5 B 1 2 3 4
	Other Components Used for Special Practice or Enrichment *(IPR—Invitations to Personal Reading)*	Choose-and-Check × 7 ___ Puzzles: Context 3 ___ Spec. Prac. Kit 7 ___ Talking Storybook Box 2 ___ IPR 2 ___ 2B ___ Bright Horizons 2 ___	Choose-and-Check × 8 ___ Puzzles: Dict. 1 ___ Overhead Visuals 8 ___ Talking Storybook Box 2 ___ IPR 2 ___ 2B ___ Bright Horizons 2 ___	Read-and-Check × 9 ___ Puzzles: Dict. 2 ___ Spec. Prac. Kit 9 ___ Talking Storybook Box 2 ___ IPR 2B ___ 3 ___ 3B ___ Bright Horizons 2 ___ 3 ___	Read-and-Check × 10 ___ Puzzles: Dict. 3 ___ Overhead Visuals 10 ___ IPR 3 ___ 3B ___ Bright Horizons 2 ___ 3 ___	Read-and-Check × 11 ___ Puzzles Dict. 4 ___ Spec. Prac. Kit 11 ___ IPR 3 ___ 3B ___ Bright Horizons 3 ___	Read-and-Check × 12 ___ Puzzles Dict. 5 ___ Overhead Visuals 12 ___ IPR 3 ___ 3B ___ Bright Horizons 3 ___
Related Mtls.	**Reference Books Used**	2nd Picture Dict. ___ 2nd Exer. Book ___	2nd Picture Dict. ___ 2nd Exer. Book ___	Beg. Dictionary ___ In Other Words 1 ___ Exercise Book 1 ___	Beg. Dictionary ___ In Other Words 1 ___ Exercise Book 1 ___	Beg. Dictionary ___ In Other Words 1 ___ Exercise Book 1 ___	Beg. Dictionary ___ In Other Words 1 ___ Exercise Book 1 ___
	Other Related Materials Used *(Add materials not listed.)*						
Test Scores	**Survey Test Given** **Total Reading Score and Reading Percentile**	Late Prim. A ___ B ___ ___ 19 ___	Late Prim. A ___ B ___ ___ 19 ___	Late Prim. A ___ B ___ ___ 19 ___	Late Prim. A ___ B ___ ___ 19 ___	Intermediate A ___ B ___ ___ 19 ___	Intermediate A ___ B ___ ___ 19 ___
	Part or Subtest Scores	T ___ %ile ___	T ___ %ile ___	T ___ %ile ___	T ___ %ile ___	T ___ %ile ___	T ___ %ile ___
	Level Test Given	___ 19 ___	___ 19 ___	___ 19 ___	___ 19 ___	___ 19 ___	___ 19 ___
	Scores	1( ) ___ 2( ) ___ T(50) ___	1( ) ___ 2( ) ___ T(50) ___	1( ) ___ 2( ) ___ T(50) ___	1( ) ___ 2( ) ___ T(50) ___	1( ) ___ 2( ) ___ T(50) ___	1( ) ___ 2( ) ___ T(50) ___

Standardized Report Card

The "regulation" report card is the most widely used form of reporting a child's progress to his parent. It includes evaluations of reading and mathematics as well as of attained skills in other related areas.

The Chicago Board of Education provides a standardized form which can be used by all schools in reporting to parents. The following pages illustrate recommendations made by the Continuous Progress Program writing committee for a revision of that "regulation" form to make it more applicable and serviceable to a program of Continuous Progress.

(El. 130)

CHICAGO PUBLIC SCHOOLS

JAMES F. REDMOND
General Superintendent of Schools

KINDERGARTEN PROGRAM OF CONTINUOUS PROGRESS

REPORT OF PUPIL DEVELOPMENT

19____ to 19____ School Year

Pupil ____________________________________

☐
Student Number

School ____________________________________

School Address ______________________________

Teacher ________________________ Room ________

Principal __________________________________

ATTENDANCE

Regular attendance and promptness are essential for continuous progress in school. A dated note, signed by the parent or guardian, is required for every absence or tardiness.

REPORTING PERIOD	1st	2nd	3rd	4th	TOTAL
HALF DAYS ABSENT					
TIMES TARDY					

Dear Parents:

The guiding philosophy of the Continuous Progress program is based upon the concepts that —

- learning is a continuous process
- each student progresses at his own rate
- each student masters the skills and concepts according to his own ability
- each student shall have a readiness for each step in the learning process based on his level of maturity and experience.

Children in the Continuous Progress program are assigned to levels in both reading and mathematics. Children will progress from level to level at any time during the school year, according to their individual mastery of the skills and concepts prescribed for that particular level.

Your child's teacher and his principal are genuinely interested in your child's development and progress. If you have any questions regarding this report on your child's progress, we encourage you to arrange to visit the school for a conference.

Sincerely,

James F. Redmond
General Superintendent of Schools

The kindergarten gives your child a wide variety of experiences planned to promote development appropriate for his age and to provide a foundation for further school learning. As a result of kindergarten experience, you may expect your child to make progress in the following areas:

REPORTING PERIOD	1st	2nd	3rd	4th
PERSONAL DEVELOPMENT				
Grows in independence				
Puts on and takes off outdoor clothing				
Handles materials carefully				
Accepts teacher guidance				
Finishes work				
Obeys safety rules				

SOCIAL DEVELOPMENT

Works and plays well with others				
Is courteous and thoughtful of others				
Cooperates and shares with others				
Follows directions				
General behavior				

MUSIC AND ART

Participates in musical activities				
Participates in art activities				

REPORTING CODE

1 — He is doing his best.
2 — He could do better.
3 — He needs much improvement.

REPORTING PERIOD	1st	2nd	3rd	4th
READING				
Develops reading readiness skills				
Develops basic muscle coordination				

LANGUAGE

Listens for information and enjoyment				
Expresses ideas clearly				
Develops an interest in reading				

MATHEMATICS

Understands the meaning of numbers				
Uses numbers				

SCIENCE

Shows interest in the world of nature				
Develops an understanding of the laws of nature				

SOCIAL STUDIES

Understands the relationship between home, school, and community				
Learns about Chicago and other cities				
Develops readiness for map and globe skills				

Kindergarten marks the beginning of reading activities. When the child is ready, he will move into the reading levels of the Primary program. Your child is at the following point:

LEVEL										
Date Completed										
Progress Line										

HOW A PARENT CAN HELP HIS CHILD

—Teach and require of the child respect for authority, for the rights of others, and for private and public property.

—Talk with the child about school activities; share with him and with the teacher an active interest in his progress in school and in his report card.

—Safeguard the child's physical and mental health; provide for adequate rest, a regular schedule, proper diet, and periodic health examinations.

—Attend individual and group parent conferences.

—Attend school programs whenever possible.

—Arrange for a time and place for your child's independent, quiet activities.

—Work with the school in carrying out recommendations made in the best interests of the child.

—Take your child to libraries, museums, parks, zoos, and other places of interest.

COMMENTS

____

____

____

____

____

____

____

PARENT'S SIGNATURE

__________________________________ (First Quarter)

__________________________________ (Second Quarter)

__________________________________ (Third Quarter)

ROOM ASSIGNMENT NEXT SCHOOL YEAR ______________

(El. 131)

CHICAGO PUBLIC SCHOOLS

JAMES F. REDMOND
General Superintendent of Schools

CONTINUOUS PROGRESS PROGRAM

REPORT OF PUPIL DEVELOPMENT

19____ to 19____

Pupil ________________________________

☐
Student Number

School ________________________________

School Address ________________________________

Teacher ________________________ Room ________

Principal ________________________________

ATTENDANCE

Regular attendance and promptness are essential for continuous progress in school. A dated note, signed by the parent or guardian, is required for every absence or tardiness.

PERIOD	1st	2nd	3rd	4th	TOTAL
DAYS ABSENT					
TIMES TARDY					

Dear Parents:

The guiding philosophy of the Continuous Progress program is based upon the concepts that —

learning is a continuous process

each student progresses at his own rate

each student masters the skills and concepts according to his own ability

each student shall have a readiness for each step in the learning process based on his level of maturity and experience.

Children in the Continuous Progress program are assigned to levels in both reading and mathematics. Children will progress from level to level at any time during the school year, according to their individual mastery of the skills and concepts prescribed for that particular level.

Your child's teacher and his principal are genuinely interested in your child's development and progress. If you have any questions regarding this report on your child's progress, we encourage you to arrange to visit the school for a conference.

Sincerely,

James F. Redmond
General Superintendent of Schools

PROGRESS IN SKILL DEVELOPMENT

The following charts for both reading and mathematics are presented to illustrate the individual progress of each pupil. The three lines show continuing progress in a left-to-right progression.

> **LINE ONE** shows the levels of the reading program of your school which must be covered before a child is ready to leave the Primary program.
>
> **LINE TWO** shows the date on which the most recent level was completed.
>
> **LINE THREE** shows (1) a continuing line covering the levels which have been mastered by the child; and (2) the levels which remain to be covered before the child is ready to enter grade 4 of the intermediate program.

CHILD'S PROGRESS IN READING

LEVEL										
Date Completed										
Progress Line										

CHILD'S PROGRESS IN MATHEMATICS

LEVEL										
Date Completed										
Progress Line										

READING	MATHEMATICS
Readiness	Readiness
Beginning Reading	Basic Number Concepts
Reading	Progress in Development of Skills, Concepts, and Processes

REPORTING PERIOD		1st	2nd	3rd	4th	YEAR'S AVG.
READING	Level					
Recognizes words						
Understands what he reads						
Locates and uses information						
Appreciates good literature						
MATHEMATICS	Level					
Understands concepts						
Uses number operations efficiently						
Reasons well in solving problems						

Name____

REPORTING CODE

ACHIEVEMENT

The letter represents the degree to which your child has met the broad standards of the level in which he is now working:

E — Excellent
G — Good
F — Fair
U — Unsatisfactory

EFFORT

The numeral indicates the effort your child is making in his work:

1 — He is doing his best.
2 — He could work harder.
3 — He is making little effort.

A check (✓) indicates a need for improvement; a block (■) indicates an area not to be reported at this time.

REPORTING PERIOD	1st	2nd	3rd	4th	YEAR'S AVG.
LISTENING					
Comprehends what he hears					
Interprets what he hears					
Listens attentively					
SPEAKING					
Expresses ideas well					
Speaks clearly and distinctly					
WRITING					
Writes effectively for practical purposes					
Writes creatively					
Uses fundamental skills correctly					
Writes legibly					
SPELLING					
Learns assigned spelling words					
Spells correctly in written work					
SCIENCE					
Understands basic concepts					
Applies understandings in solving problems					
SOCIAL STUDIES					
Acquires basic understandings					
Develops map, globe, and related skills					
ART					
MUSIC					
PHYSICAL EDUCATION					

CHARACTER TRAITS THAT CONTRIBUTE TO SUCCESS

A pupil must demonstrate progress in social, work, and health habits in order to obtain maximum benefit from the educational program. A check (✓) indicates a need for improvement. No check indicates satisfactory progress.

REPORTING PERIOD	1st	2nd	3rd	4th
CONDUCT				

SOCIAL HABITS

Exercises self control				
Listens courteously				
Observes school rules and regulations				
Accepts responsibility for actions				
Respects the rights of others				
Respects private and public property				
Works and plays well with others				

WORK HABITS

Has materials and is prepared for work				
Follows directions				
Does neat work				
Works independently and is not easily distracted				
Uses initiative in thinking for self				
Completes work on time				
Does homework assignments				

HEALTH AND SAFETY HABITS

Observes good health practices				
Obeys school safety rules				

SPECIAL ABILITIES, INTERESTS, AND SERVICES

____

____

PARENT'S SIGNATURE

______________________________(First Quarter)

______________________________(Second Quarter)

______________________________(Third Quarter)

ROOM ASSIGNMENT NEXT SCHOOL YEAR____________

Other Reports To Parents

Letter form reports also may be used in reporting the student's progress to his parent or in accompanying the transferring student. If such a letter is used, the form should include the child's name, reading level, reading text and page, mathematics level, and a rating evaluation of each. See examples which follow. Form A was developed by the writing committee; Form B was developed at Henry Nash Elementary School.

Form A

Suggested form to be used in reporting student's progress to parents or to accompany transfer:

______________________________ School

____

Chicago, Illinois

Date____________________________

CONTINUOUS PROGRESS-MASTERY LEARNING PROGRAM

Child's Name______________________________ Room__________________________

Reading at Level ☐

Currently reading in __________________________________ Page____________
name of book

We consider the child a (check) Fair_______ Good______ Excellent_____ reader.

Mathematics at Level ☐

We consider the child (check) Fair_________ Good_____ Excellent_____ in Math.

_______________________Teacher

_______________________Principal

Form B

NASH SCHOOL
PRIMARY CONTINUOUS DEVELOPMENT PROGRAM
PROGRESS REPORT

Your child ____________ is now working in Level ______________ but is not achieving satisfactorily in every area. He/she needs much improvement in ____

____

____
Teacher's Signature

It is important to his/her future progress that you come to school on ________________________ at 8:30 a.m. If this is not convenient for you, please indicate when you will be able to be here.

____
Principal

Please sign and return this notice.

____
Parent's Signature

____
Date

Transfer Records

Records of outgoing students should be supplied on an official transfer. To facilitate proper placement of each pupil as soon as he arrives in the receiving school, other information also should be provided. It is suggested that each school use an extra form (such as illustrated below) which could be put on the back of each pupil transfer form with a specially prepared rubber stamp. That form should include the pupil's current reading level, book used, unit and page in book, and also his mathematics level. If such suggested records are not sent along to the receiving school with transferring students, a letter or special form could be used instead.

Suggested Form to be Stamped on the Back of the Official Transfer

Reading Level ________________

Basic Text ___________________

Page Number __________________

Math Level ___________________

Math Unit ____________________

RECOMMENDED READING

Hillson, Maurie, and Bongo, Joseph. *Continuous-Progress Education: A Practical Approach*. Palo Alto, Calif.: Science Research Assoc., Inc., College Division, 1971.

Lewis, James, Jr. *A Contemporary Approach to Nongraded Education*. New York: Parker Publishing Co., Inc., 1969.

Book VII

COMMUNICATION WITH PARENTS

CONTINUOUS PROGRESS PROGRAM

inservice materials

Board of Education
City of Chicago

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of the
City of Chicago
Chicago, Illinois

ACKNOWLEDGMENT

DEPUTY SUPERINTENDENT OF SCHOOLS

Manford Byrd, Jr.

DEPARTMENT OF CURRICULUM

Lorraine M. Sullivan
Assistant Superintendent

Ellen L. Brachtl
District Superintendent

CONTINUOUS PROGRESS PROGRAM WRITING COMMITTEE

Ralph Cusick, Principal, Waller High School, Chairman
Eleanor Pick, Principal, King Elementary School, Co-Chairman

Lillian Fasman, Teacher, Mather High School
Sally Foster, Teacher, Hurley Elementary School
Lavenya Hansford, Teacher, Gresham Elementary School
Eric Hill, Student, Harlan High School
James Kendle, Teacher, McKinley Upper Grade Center
Fred Kotler, Student, Von Steuben High School

COMMUNICATION WITH PARENTS

For a Continuous Progress Program

Introduction

To achieve complete success for a program of Continuous Progress in any school, parents must be directly involved in all stages of its development. They must be informed about the purpose of the program, must have knowledge of the progress of the program, and must be kept up-to-date regarding the progress of their children in the program.

Of primary importance is the fact that both parents and community have a clear understanding of the program which is planned for the school and that they accept the plan for their children. Of equal importance is the need for staff to enlist active parental involvement and support of each child in the classroom.

In order to educate all children effectively, we can no longer assume that responsibility is the province of school personnel alone. Research findings clearly show that the child's total environment influences his motivation to achieve in school.[1] Thus, it is essential that parents be involved in all aspects of establishing and carrying out a new or experimental program for their school.

---

[1] Mildred Betty Smith, "The Parents' Role in Children's Success," Coordinating Reading Instruction (Glenview, Ill.: Scott, Foresman & Co., 1971), pp. 79-85.

To experience success for all, the school could help still further by keeping in mind the following suggestions:

> Parents should have opportunities that will enable them to see that they are necessary partners in the education of their children.
>
> Parents should be guided into activities which will help to enhance their own self concepts, thereby, in turn, helping to enhance their children's self concepts, too.
>
> Parents must be recognized in their very important role as their child's first teacher. As such, their influence is vital to physical and mental growth, development of favorable attitudes toward school, confidence in self, and belief in the worth of a good education.[2]
>
> Parents can do much to guide their children toward achieving success in reading. By setting good examples, providing readily available materials from an early age, reading stories for fun to the child, and by developing wider understanding through mutual conversations, parents can give children a good background which will serve them well when in school.
>
> PARENT means--
>
> P--patient--learning does not come overnight
>
> A--aware--knowing how the child is involved
>
> R--read--give every assistance to reading
>
> E--encourage--give in ample measure to the child
>
> N--notice--notice all signs of progress by the child
>
> T--talk--talk to and with the child to develop an interest in words.[3]

---

[2] Gwendolyn Reid, Banneker News (Gary, Ind.: Banneker Contracted Curriculum Center), n.d.

[3] Gwendolyn Reid, "How Parents Can Help," Banneker Banner (Gary, Ind.: Banneker Contracted Curriculum Center), 1971.

To enlist active parental involvement in support of each child in the program the school may ask parents to help in the following ways:

Educational activities which parents can develop at home are--

reading daily to children, including those of preschool age

listening to the child read. Taking the time to talk with the child as opposed to talking to the child. The child develops language more readily by engaging in conversation than by listening to others talk.

obtaining books, games, and puzzles for the child, particularly the kinds that are mentally stimulating

providing a quiet time in the home each day for reading and related activities, free from interruption by the radio, television, telephone, and other children

reinforcing activities that originate at school

trying to establish an environment at home conducive to school achievement and encouraging the children to study

taking children on field trips on weekends, holidays, and vacations. A suggested list of field trip experiences, including address, should be given to parents at the parent meetings. Parents can be shown how they can help children observe more carefully, ask questions, discuss what they have seen, and learn new concepts and the vocabulary associated with the experience.

Educational activities which parents can perform at school are--

assisting with field trips

volunteering as library and classroom aides for such tasks as listening to children read or flashing word cards for a child

assisting the classroom teacher by constructing learning aids. such as word cards, arithmetic fact sheets, and color charts

observing the child in the classroom (when needed)

attending parent-teacher conferences

attending parent meetings so that the teacher can explain the objectives of the program, giving special attention to types of home activities that reinforce those provided at school.

Parent Involvement

To achieve understanding and acceptance of the program, the school may involve parents in meetings on the following topics:

The aims and objectives of Continuous Progress education.

This may be accomplished by--

providing materials that can be clearly understood

selecting films and filmstrips that will aid parents in developing an understanding of the program in general

providing individual and group conference time to explain the program of Continuous Progress education

making use of school personnel to conduct parents' workshops on Continuous Progress education

making available materials which explain the program to be used for community discussion groups (clubs, church groups, or any interested civic organizations).

Pupil progress in the program.

It would be especially important to--

provide materials which list the requirements of each level of the program
discuss how pupils are placed and moved from one level to another in the school's program
explain the pupil reporting forms that are used (See samples at the end of this book.)
explain the pupil report card.

Suggested Schedule of Steps in Communication with Parents Regarding Establishment of a Continuous Progress Program

I. Before the program is put into action

- A. Involve parents at the planning stage
- B. Inform parents at the planning stage
    1. Philosophy of program
    2. General plans
- C. Meet with parents to discuss ideas which might be incorporated

II. When the program is organized and ready to start

- A. Tell what level the pupil will be in
- B. Tell what room the pupil will be in

III. While the program is ongoing

- A. Present information which is essential to parents
    1. Point out the level at which the child is working
    2. Explain whether the child is making expected or acceptable progress, or is having difficulty
    3. Discuss whether the child seems to be following a time schedule which will require more than three years to complete the course
    4. Enumerate things the parent can do to help the child to be successful
- B. Develop activities which are essential
    1. Set up conferences
        - a. At set intervals
        - b. For specific needs or purposes
    2. Send home letters or forms worked out by the local school
    3. Issue report cards
        - a. Supplied by Board of Education
        - b. Worked out by local school (if desired)

4. Hold meetings
    a. By level
    b. For parents of pupils who are beginning the program
5. Explain how to interpret the report card
    a. What the level designation means
    b. How to watch for progress from level to level
    c. The meaning of letter and number "grades"
6. Invite parents to visit teachers to keep current with the progress of their children

SAMPLE FORMS

The sample forms for communicating with parents which appear on the following pages were developed as indicated below:

Form A - William P. Gray Elementary School

Form B - William P. Gray Elementary School

Form C - Continuous Progress Program Committee

Form D - Continuous Progress Program Committee

Form E - District Seven
Board of Education, City of Chicago

Form A

MAKE OUT IN TRIPLICATE....one to parent...one to principal
one to be kept in the child's folder

Continuous Progress Education Program Conference Request

______________________________School

____
DATE SENT HOME

Dear Parent of ____:

We are suggesting a conference concerning your child's achievement in the Continuous Progress Program. An interview with you will provide the opportunity for sharing insights and information within the program and make possible the planning of learning experiences tailored for your child's individual needs.

We have suggested some appointment times. Please check the one you want and have your child return the bottom portion to his or her teacher to verify the appointment.

You may keep the top portion (this portion) to remind you of your conference appointment.

When you come to school...Please come to the office for a pass and directions as to the location of the conference.

Sincerely,

____
Room Teacher

____
Principal

______________________________is my appointment time and date.

PLEASE HAVE YOUR CHILD RETURN THIS PORTION TO HIS TEACHER AT 9:00 a.m.

____
Day and Date

I have checked the appointment time best for me, and I will be pleased to meet with you at that time.

____
Parent's signature

(____) 8:30 a.m.........Tuesday____________ or (______) Thursday__________
Date Date

or during the teacher's planning periods.......

(______)Time____________________Day_______________Date_______________

(______)Time____________________Day_______________Date_______________

Form B

This form is to be made out in duplicate:

- one copy to the parent
- one copy filed in the child's folder

Suggested Sample Letter

____________________________School

____
Date

Dear Parent of ____:

Programs of learning at ________________________________School are tailored to provide for each child to grow at his individual rate and to make it possible for each child to experience the joy of success and achievement.

We appreciate your genuine concern and we are encouraged by your support of our efforts to effectively respond to that concern.

It is with significant sense of accomplishment that we can inform you that ___________________________ has mastered the work at level_________in_______________ and that (his-her) new level is______________.

We share our good news with you and feel assured that you will express your pride to (him-her) at home as we have done with pride at_________________________School.

Yours, in an educational fellowship concerned about the individual child,

____
Teacher

____
Principal

Form C

Suggested Form To Be Used in Reporting Student's Progress to Parents or To Accompany Transfer

________________________ School

____

Chicago, Illinois

Date________________________

CONTINUOUS PROGRESS-MASTERY LEARNING PROGRAM

Child's Name____ Room__________________

Reading at Level ☐

Currently reading in ____ Page_______
name of book

We consider the work (check) Fair________Good________Excellent______________

Mathematics at Level ☐

We consider the work (check) Fair________Good________Excellent______________

___________________________________ Teacher

___________________________________ Principal

Form D

________________________School
Chicago, Illinois

________________________Date

Continuous Progress Promotion Form

Dear Parent of ____:

As of this date, your child has successfully mastered the objectives for Level ___________ and will immediately begin work on Level __________________ in reading mathematics.
(circle one subject area)

____
Teacher

____
Principal

Form E_1

Dear Parent:

We know that you are interested in your child's school work. We also know that you are interested in working together with the school to provide the best education possible. For these reasons the staff prepared this booklet to tell you about the program of learning in which your child will participate during his early years in school. If you would like more information about this program, please feel free to visit us at school.

Sincerely yours,

____

Principal

Form E_2

CONTINUOUS PROGRESS

What It Means To Your Child

Continuous Progress is the name of the program of learning which--

____________ helps your child to learn at his own rate of speed

____________ provides for your child's continuous educational growth

____________ provides your child with an opportunity to succeed in his early years in school

____________ assures that your child will develop confidence in his ability to achieve

____________ helps your child to develop a sense of pride in himself and in his accomplishments.

Levels of Continuous Development

Your child moves through the areas of reading and arithmetic in blocks of work called levels. Each level contains certain skills and understandings which your child must master. He completes the requirements of these levels at his own rate of speed.

A child who progresses at an average rate usually completes the primary levels in three years. The child who advances more slowly may require four years. Occasionally a child progresses very rapidly and completes the work at all levels in less than three years.

The program also provides for room-to-room movement if necessary during the school year to help insure that your child is continuously working at his proper level.

As your child moves forward in the primary program, he will also work in the areas of science, social studies, language arts, music, art, and physical education.

Form E_3

Your Child's Progress

Report cards and parent conferences help to keep you informed about your child's progress.

Report cards are issued at regular intervals, depending upon the policy of the local school.

Conferences may be requested by the teacher or by the parent.

Your Child's Report Card--

indicates the progress your child is making in his school work

indicates his progress in the development of essential social, work, and health habits

deserves careful study

may be discussed with your child's teacher, who will be happy to answer your questions

indicates the current level of the student's work.

Parent-Teacher Conferences--

help you and the teacher become better acquainted

provide an opportunity to consult with the school's resource staff -- principal, adjustment teacher, teacher-nurse, teacher-librarian, psychologist, speech therapist

provide cooperativeness on the part of parents and teachers for effective mastery learning.

Form E_4

How You Can Help Your Child

Show your child that you enjoy reading. Have books and magazines in the home.

Read and tell your child simple stories and poems. Help him to learn how to listen.

Show your child pictures in magazines and newspapers and let him name the things he sees. Tell him the names of things he does not know.

Encourage your child to tell you about the things he does at school. Listen to him read or recite.

Keep your child on a regular schedule so that he gets enough sleep, eats properly, and regulates toilet habits.

Encourage your child to play with other children and to share books and toys.

Help your child learn to count by counting objects around the house.

Help him to recognize how objects are alike and different -- long coat and short coat, large ball and small ball, light box and heavy box.

Help your child learn the value of coins by helping him count change from the store.

Help your child learn to tell time. Help him to recognize the time he wakes up, leaves for school, eats dinner, and goes to bed.

Teach your child to care for books. Let him help you cover the books to protect them. Have a place for him to keep his books. Check to see that he brings his books back to school.

Help your child learn the names of the colors he uses in his coloring books. Show him how to care for his crayons and his books.

Set a time and place for your child to study. Try to provide a quiet place, a place where he will not be disturbed by television or radio programs.

Help your child to learn the meaning of new words. Check his understanding of what he reads by asking him questions or having him tell the story in his own words.

Encourage your child to understand the world around him. Take him to the grocery store, department store, park, library, or other places of interest.

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Book VIII

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PROGRESS
PROGRAM

inservice
materials

Board of Education
City of Chicago

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of the
City of Chicago
Chicago, Illinois

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